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ABSTRACT

Programs described in this booklet, the 1970 annual report of the State Department's Bureau of Educational and Cultural Affairs, are indicative of some of the services and opportunities for foreign students studying in the United States. Counseling services available to the foreign students and orientation procedures for incoming students are reviewed. A summary of exchanges and expenditures includes tables on: (1) exchanges with each country, 1949-70, (2) fields of specialization by category of grantee, (3) distribution of grantees in the United States, (4) countries which share costs of exchange, (5) total participants in the program, (6) women grantees as compared to total exchanges, (7) source of funds, fiscal years 1969 and 1970, (8) total funds obligated, fiscal years 1965-70, and (9) expenditures by country, fiscal year 1970. Special sections include reference to leaders abroad who have studied in the United States, 1970 State Department-sponsored programs for foreign students and young leaders, and a profile of the Exchange Program 1970. (RL)

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INTERNATIONAL EXCHANGE

LEADERS FOR TOMORROW. . .
A Review of U. S. Programs for Foreign Students

A REPORT OF
THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS
DEPARTMENT OF STATE — 1970

COLORADO CROSSROADS Seminar, held with State Department sponsorship, brings outstanding foreign students together for discussion of U.S. scene and problems. Here, from left, Mr. and Mrs. Sakr Sakr of Egypt, Isami Shiroma of Japan and Shun Au-Young of Taiwan pursue an animated discussion with panelist Christopher Griffiths (back turned).

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* Throughout this report, 1970 refers to the fiscal year 1970, that is, the period July 1, 1969 through June 30, 1970.

Leaders for Tomorrow...

A foreign student who finished his graduate work here only in 1961 is today Sweden's Minister of Education. Another who studied here in 1963 is today Singapore's Ambassador to the United Nations. Still another, a graduate student at MIT in 1961, is now directing a nuclear research center in Israel. Many others, advanced students here as little as 6 to 15 years ago, are now members of parliament; ministers of finance, health, agriculture or education; presidents or deans of universities; top level scientists or diplomats; heads of social welfare or economic development programs; leaders in many professional fields from law to dentistry.

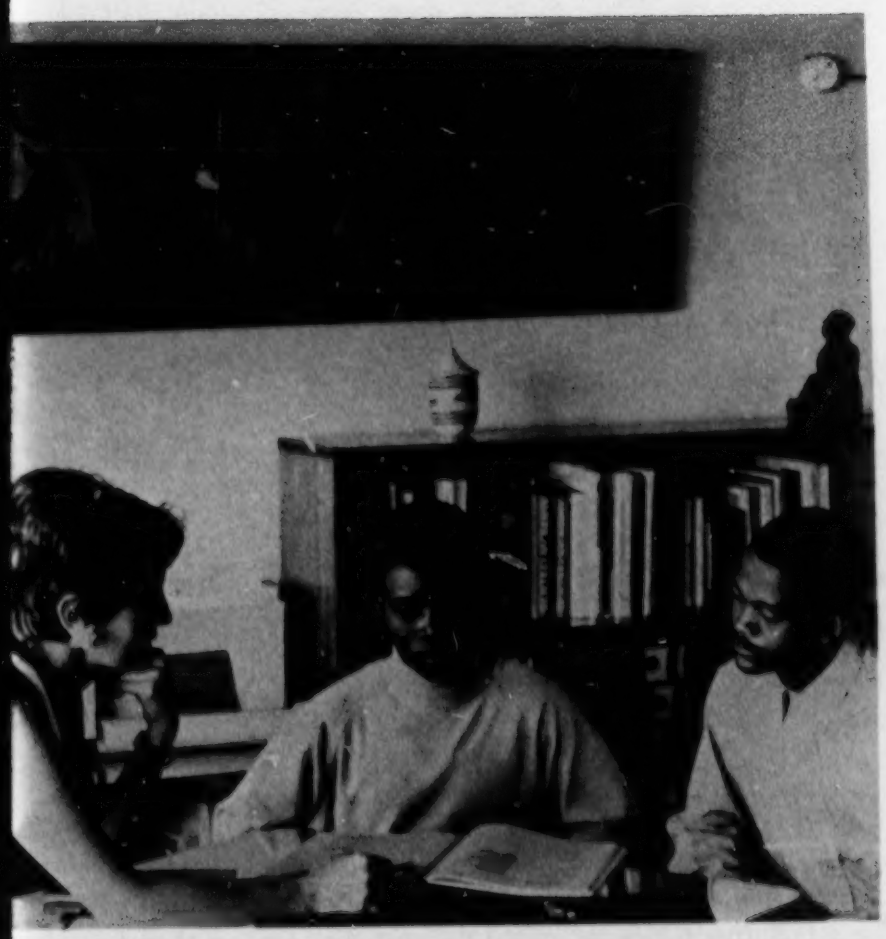
No one can say with assurance what specific education or experience produces a leader—in this country or any other. But it's a certainty that more and more of tomorrow's leaders here and elsewhere will be drawn from those who study outside their own country, or have had some opportunity to observe other nations and peoples of the world.

To help build up a corps of such leaders is one of the privileges and responsibilities of the United States, among other countries. From 1954 to 1970 the number of foreign students in the United States rose from 34,000 to 135,000, and they now make up about 2% of all students in U.S. higher institutions. About half are graduate students. Other nations, particularly but not exclusively in the West, have experienced a similar demand from foreign students; indeed several countries in Europe have 10% to 17% of their student body drawn from abroad.

Wherever they study, foreign students represent a potential leadership group on their return home. The presence of foreign students on U.S. campuses, moreover, is recognized as a means of enriching the education of American students and the research and teaching programs of U.S. institutions. The State Department has therefore encouraged and supported, in close cooperation with private organizations, a variety of efforts and special programs for foreign students to help assure them the best possible U.S. education and international experience. Some of these efforts have continued over a period of years, but beginning in 1970 they were stepped up, strengthened and enlarged.

Essentially these programs are directed to the major problems experienced both by the students themselves and the U.S. institutions which receive them: the student's need for counseling overseas on their choice of college here: the difficulty of judging credentials of students from abroad; the provision of adequate reception and orientation services for incoming students; the need to help the students understand the character of American society and the American people outside their campus.

Few of these programs can reach even the majority of students. To reach anything like the 135,000 or more now in the United States would require a far more intensive and widespread effort on the part of U.S. colleges and universities, local communities and private agencies as well as the State Department. The programs described in the following pages, in this 1970 annual report of the Department's Bureau of Educational and Cultural Affairs, are at best, then, only indicative of some of the services and opportunities awaiting the foreign students here. They are also indicative of the challenge posed to the American people in any endeavor to reach, help and encourage far more of these students from whom, we know with certainty, will rise many of the leaders of tomorrow's world.



AT COUNSELING OFFICE in Nairobi,
IIE representative advises two young graduates on possibilities of taking advanced studies in the U.S.

STUDENT COUNSELING ABROAD

Choosing the right U.S. college or university is the first great hurdle of the foreign student. As more and more of them aspire to a U.S. education, graduate or undergraduate, matching the student and institution has become a serious business.

American parents who have seen sons and daughters go through the anguish of choosing a college can well imagine the problems which face a student far from the United States in making the same decision. He must make not only an immense financial but an important psychological investment in study abroad.

He probably knows the names of only a few world-renowned U.S. institutions. Few U.S. alumni are at hand to question. To whom can he turn for advice?

One major source, now provided by private agencies as well as the State Department, is counseling offered by specialists centrally located in key regions of the world, especially in developing countries. Since students with U.S. Government support are graduates chosen only after a special counseling, selection and placement process, these specialists concentrate their efforts on the so-called "non-sponsored" students—those without U.S. support. This is the vast majority. Only about 1 in 20 of all foreign students here come with U.S. financial assistance.

The State Department in 1970 increased its expenditures for all overseas counseling to $131,000 and planned further increases for subsequent years. The Department provides counseling services in two ways. The first is to supplement the counseling efforts of private agencies already engaged in such work. One such agency is the Institute of International Education (IIE). Since 1962, it has received over $1½ million from private sources for overseas counseling work. For the last 7 years, the State Department has supplemented IIE's funds for this purpose. The Department's contribution in 1970 supported IIE's counseling services in Peru (which also services all of South America except Brazil), and in Hong Kong which services the area from Japan to Thailand. The IIE itself supports an office in Nairobi which services at least six other African countries by means of part-time local assistants.

The flow of students to IIE's counseling centers, as elsewhere, is large and evergrowing. Its overseas offices in 1969–70 advised nearly 70,000 students. In one busy month not long

ago the IIE's Hong Kong office, which counsels the largest number (nearly 47,000 in the 1969–70 academic year alone), reported that its front door literally fell off its hinges twice, from the press of students coming and going.

Other private agencies are also heavily engaged in overseas counseling on their own. In cooperation with the State Department, the American Friends of the Middle East acts as student counselor in Tehran, Beirut and Cairo and may expand its work into other Moslem countries in North Africa as well as the Middle East.

Another agency, the African-American Institute, has six major offices in Africa with "program representatives" in other key African cities. This organization receives substantial support from the U.S. Agency for International Development for screening participant trainees for U.S. study, but it also screens students for specific scholarship programs, some of which are supported by State Department grants.

The second way the State Department helps provide student counseling is through support of the services offered by many of the overseas Binational Commissions—agencies which have had long experience in administering the educational exchange ("Fulbright") program. The Department also provides training for counselors employed by the Commissions as well as for those who do similar work for private agencies. Basic information provided to students by the Binational Commissions includes college catalogues and the excellent booklets prepared by the College Entrance Examination Board, in cooperation with the State Department, especially for this purpose.*

In countries where Binational Commissions do not exist or are not active in counseling non-grant students, the Cultural Affairs Officers or special education officers at the U.S. Embassies serve as counselors, among their many other duties, and try to make sure that U.S. Information Service libraries abroad contain adequate orientation materials and college catalogues.

* "Financial Planning for Study in the U.S." and "Entering Higher Education in the U.S."

Only a fraction of the aspiring students can actually qualify for a U.S. institution or afford the cost. Counseling therefore concerns itself as much with making a determination of the student's level of training, his English language proficiency, financial resources, or the availability of scholarships. Another function of counseling is to acquaint the would-be applicants with the opportunities for training closer at hand. For example, some African students may not know that the very training facilities they seek in the United States exist in a nearby African country. Others are urged to take further training at home before applying in the United States. All counseling services emphasize the exacting requirements of most U.S. institutions and encourage only the best and most qualified candidates.

U.S. FILMS on student, campus life are shown overseas by U.S. Information Service and counseling offices.

WHO SHALL BE ACCEPTED?

When a foreign student finally sends in his application to a U.S. college or university, how can it judge his credentials—especially when he comes from a school abroad with a curriculum quite unlike our own?

With foreign students now applying to U.S. institutions from some 170 countries and territories—many of which have educational systems not only unfamiliar but undergoing rapid changes —the problem is acute. A large U.S. university may receive as many as 8–9,000 applications in a year from abroad when it can accommodate only 400. Accepting a student unqualified by U.S. standards (or rejecting one fully capable of handling the work) can mean serious personal loss and failure.

To help solve this problem, several private agencies with long expertise in this field meet together as a national liaison group on foreign student admissions, with the encouragement and active support of the State Department. Among them are the American Association of Collegiate Registrars and Admissions Officers, the National Association for Foreign Student Affairs (NAFSA), the Council of Graduate Schools, the Institute of International Education, and the College Entrance Examination Board.

The Collegiate Registrars group, for example, convenes these agencies, usually semiannually, in a special Council on Evaluation of Foreign Student Credentials, to review and approve guides on the education systems of particular countries. Since 1963 the State Department has supported the publication and distribution of 28 such booklets in a World Education Series, plus a "do-it-yourself" instruction booklet on evaluation of foreign student credentials, all prepared by the Registrars group. These booklets are made available to U.S. colleges and universities. NAFSA, under its State Department-supported "Field Service" program and in cooperation with the Collegiate Registrars, also publishes a guide to admission of foreign students which goes to all colleges and universities.

To supplement these efforts and keep information up to date, the State Department also supports continuing programs of NAFSA and other agencies to hold workshops in key regions of the world to evaluate educational systems and credentials. In recent years, such conferences have been held for Latin America, the Pacific-Asia area and South and Southeast Asia. Published reports from these workshops are made available to U.S. institutions.

The overseas student counseling agencies also keep closely in touch with local education institutions and educational officials by field trips in their general area. Their reports on educational changes and reforms, shared with other U.S. private agencies and institutions, provide essential material for U.S. colleges to evaluate applications.

Even with all this help, it is sometimes necessary for a U.S. institution to consult as many as seven sources to be sure of the student's aptitude and readiness for study in the United States. The smaller U.S. colleges consequently often have the greatest problems in evaluating foreign student credentials. Large universities usually have full-time staff working on foreign admissions and accumulate an expertise small colleges cannot. One solution currently being tried for small colleges is a pooling of resources. The Regional Council for International Education, centered in Pittsburgh and composed of 32 colleges in the region, is an example. With the assistance of a small grant from the State Department through NAFSA, the Council in 1970 offered its

SIGNING UP. Incoming foreign students register for orientation classes and English language refresher courses. Well over 135,000 foreign students are now here, about 2% of all students enrolled in U.S. higher institutions. U.S. Government assistance goes only to small fraction, almost all graduates.

members a general admissions service, a credentials evaluation service, and even placement assistance. Further, under the joint sponsorship of the American Association of Collegiate Registrars and other educational groups concerned with admissions, a Mid-West Evaluation Project was formed in 1967. This project makes available to its group of small colleges the free consultant services of nearby specialists from larger universities who review applications and credentials from countries with which they are familiar.

Overseas student counseling offices may also assist with some admission problems. On request from U.S. universities, they may act as interviewing points for students in whose application a university is interested but where further information is needed along with an appraisal by personal interview. On occasion they may even arrange for administering of the College Entrance Boards and Educational Testing Service examinations, and direct placement of qualified students, particularly on behalf of smaller colleges. The counseling offices also sometimes administer the standard Test of English as a Foreign Language ("TOEFL"), a stiff exam now accepted world-wide as a basic measure of English proficiency, and today required by nearly all U.S. colleges and institutions of foreign applicants.

Clearly then the whole process of admitting foreign students to U.S. institutions has become far more professional, with a growing literature and expertise, and a widening range of skilled services to draw upon. The net result should be, and is, a more careful selection of students, and a far greater chance for the foreign student to get the educational experience in the United States most suited to his qualifications and his needs. Since satisfaction with his progress toward personal goals is probably the single most important element in a student's overall reaction to his U.S. experience, the State Department stepped up funds for work on admissions services by over a third in 1970, and planned further substantial increases for subsequent years.

ARRIVING IN THE UNITED STATES

Today most students arrive by air, only a few by sea. For a hectic moment each suffers the confusion and apprehension common to all travelers set down suddenly in a strange land. Then his eye catches a welcome sight—an armband reading "Foreign Student Advisor". Above it is a sympathetically inquiring face coming forward to ask, "Are you Mr. J. D. Varma (or Mikashi or Aduba)?" The welcoming face is that of a member of the International Student Service, a volunteer organization formed precisely to give special services to foreign students. Meeting them on arrival is one of the most appreciated.

After years of familiarity with immigration procedures, and of practice in easing the first moments of cultural shock, the Service's volunteers smooth the way for the new arrival. They check on his tickets for the next and final leg of his trip to the university which has accepted him, and if necessary arrange an overnight stay before he moves on, help him collect his baggage, change his money, find a taxi. These small services are performed with skill—and imbue the tense awe-filled moment of arrival with a touch of personal warmth. He has arrived in the United States a stranger, but he is no longer alone.

The State Department has felt this initial point of contact with America so important that for the last 6 years it has provided supplementary support to enable the International Student Service to meet non-sponsored as well as Government-assisted students. When foreign students first apply for their visa to enter the United States, a form is made available by the Service in all consular offices abroad, asking that each student advise the Service of his arrival time and place. In 1970 the Service met over 15,000 such students at all major ports of entry to the United States. The State Department planned some additional support to this valuable service for 1971.

SOME LEADERS ABROAD WH
STUDIED IN THE U.S. UNDER STATE

FROM EAST ASIA AND THE PACIFIC

DR. REX PATTERSON (1958)	*Member of Parliament*	Australia
YOSHIKAZU SAKAMOTO (1956)	*Professor, International Politics, Tokyo University*	Japan
NAM DUCK WOO (1957)	*Minister of Finance*	Korea
DR. KASSIM ISMAIL (1966)	*Director, Food Technology, Ministry of Agriculture*	Malaysia
DAVID A. SHAND (1967) •	*Senior Lecturer in Government and Finance, Victoria University*	New Zealand
GERARDO P. SICAT (1959-63)	*Chairman, National Economic Council*	Philippines
TOMMY KOH THONG BEE (1963)	*Ambassador to the United Nations*	Singapore
SHENG TZE-LIANG (1964)	*Director, Law Library, Soochow University*	Taiwan
DR. KASSEM SUWANNAKUL (1954)	*Dean, Faculty of Political Science, Chulalongkorn University*	Thailand
CAO VAN THAN (1966)	*Minister, Land Reform, Agriculture, Fisheries*	Viet-Nam

FROM LATIN AMERICA

GUILLERMO APONTE (1966) •	*Minist Public*
ALAN M. COSTA (1965)	*Head, Depart Univer*
ALVARO SABORIO (1965)	*Directo Planni*
JUAN GERARDO MONCAYO (1963)	*Direct Institu*
RAFAEL CUEVAS (1960) •	*Dean, Unive*
MANILO MARTINEZ (1965)	*Sub-M*
JOSE LUIS ESCOBAR (1965) •	*Presid Assoc Politi Auton*
RIDWAN ALI (1965)	*Direct Plann*
JOSE RIVERA (1966)	*Secret*
ENRIQUE NARCISO (1961)	*Direc Depa*

ERS ABROAD WHO ONCE
IN THE U.S. UNDER STATE DEPARTMENT GRANTS

ND THE PACIFIC

Parliament	Australia
International Tokyo University	Japan
Finance	Korea
Food Technology, f Agriculture	Malaysia
turer in nt and Finance, niversity	New Zealand
, National Council	Philippines
or to the United	Singapore
Law Library, University	Taiwan
culty of Political gkorn University	Thailand
Land Reform, ure, Fisheries	Viet-Nam

FROM LATIN AMERICA AND THE CARIBBEAN

GUILLERMO APONTE (1966) •	*Minister, Welfare and Public Health*	Bolivia
ALAN M. COSTA (1965)	*Head, American Literature Department, University of Pernambuco*	Brazil
ALVARO SABORIO (1965)	*Director, Housing and Urban Planning Institute*	Costa Rica
JUAN GERARDO MONCAYO (1963)	*Director, Language Institute, Central University*	Ecuador
RAFAEL CUEVAS (1960) •	*Dean, Faculty of Law, University of San Carlos*	Guatemala
MANILO MARTINEZ (1965)	*Sub-Minister of Economy*	Honduras
JOSE LUIS ESCOBAR (1965) •	*President, Student Association, School of Political Science, National Autonomous University*	Mexico
RIDWAN ALI (1965)	*Director, Agricultural Planning*	Trinidad
JOSE RIVERA (1966)	*Secretary, Federal Senate*	Venezuela
ENRIQUE NARCISO (1961)	*Director, National Treasury Department, Central Bank*	Venezuela

FROM EUROPE

WOLFGANG SCHMITZ (1950)	*President, Austrian National Bank*	Austria
KKI HATAKKA (1962) •	*News Director, Finnish Radio*	Finland
OLE BERNHEIM (1950)	*Assistant Editor, Le Monde*	France
VIER GISCARD D'ESTAING (1949)	*Member, Chamber of Deputies*	France
KURT BIEDENKOPF (1951)	*Rector, University of Bochum*	Germany
HILDEGARD AMM BRUECHER (1950)	*State Secretary, Federal Ministry of Science and Education*	Germany
ERWIN SCHEUCH (1951)	*Professor of Sociology, Cologne University*	Germany
VAR CARLSSON (1961)	*Minister of Education*	Sweden
NGT DENNIS (1959)	*Undersecretary, Department of Commerce*	Sweden

FROM AFRICA

RENCE NSANZE (1963)	*Ambassador to the U.S. and United Nations*	Burundi
DELRAHIM BDELMOUTTI (1967)	*Chancellor of Embassy, Washington, D.C.*	Chad
BERT SILVESTRE (1955)	*Head, History Department, Lovanium University*	Congo (Kinshasa)
MOGES TEKLE MICHAEL (1962)	*News Director, Ministry of Information*	Ethiopia
OBED ASAMOAH (1964)	*Member of Parliament*	Ghana
NCIS X. NJENGA (1968)	*Senior Assistant Secretary, Ministry of Foreign Affairs*	Kenya
JOHN BERNARD BLAMO (1969)	*Dean, College of Liberal Arts, University of Liberia*	Liberia
ARTHUR KHOZA (1965)	*Assistant Secretary, Ministry of Commerce and Industry*	Swaziland
MATIYA K. L. LUBEGA (1962)	*Ambassador to USSR*	Ugandà
JUSTIN B. ZULU (1965)	*Economic Advisor to the President*	Zambia

FROM NEAR EAST AND SOUTH ASIA

MIR SHARAFUDDIN ANSARY (1966)	*Dean, Faculty of Medicine, Nangrahar University*	Afghanistan
STELIOS THEOCHARIDES (1967)	*Director, Cyprus Productivity Center*	Cyprus
PHILOCLES ASSIMAKIS (1960)	*Economic Advisor to Minister of Coordination*	Greece
DR. LAKSHMI SINGH NEGI (1950)	*Vice Chancellor, Jawaharlal Nehru Krishi Vishwa Vidyalaya (Agricultural University)*	India
KULDIP NAYAR (1951)	*Resident Editor, The Statesman, New Delhi*	India
PARVIZ SANEY (1958)	*Professor of Law, National University, Tehran*	Iran
AHARON NIR (1959)	*Director, Soreq Nuclear Research Center*	Israel
HAZZIM NUSEIBEH (1957)	*Ambassador to the United Arab Republic*	Jordan
MARGARET MAJDALANI (1962)	*Chairman, Department of English, National University*	Lebanon
DR. I. A. MUKHTAR (1952)	*Director, Institute of Business Administration*	Pakistan

( ) Final student year in U.S.
( ) • Year of short-term educational travel in U.S.

ORIENTATION TO THE AMERICAN SCENE

"Does this hotel have a laundry service? My clothes need eaning and pressing."

"Yes, but it is expensive. It is usually cheaper to take them o a cleaner's."

"That's fine, but how long will it take?"

"Sometimes they can finish the work in one day."

"Thank you. I will go there now."

The class of 10 is speaking in unison, with a variety of ccents. The instructor then calls on pairs of students, one to voice he questions, the other the answers. A Thai girl begins the drill, sking her Pakistani classmate, "Does this hotel . . . ?"

The scene is a class of newly arrived foreign students whose English fluency has been found to be only at the intermediate evel, and who are taking a 3-week intensive course in English t Georgetown University in Washington before beginning the raduate study for which they came. An hour of such drill in lass, then up to the language lab, with its separate booths, ear- hones and play-back tapes, and one hears spoken patiently over nd over, "Does this hotel . . . ? . . . Thank you. I will go there ow." Then back to class for practice in English composition and eading.

Similar intensive English training is given in 21 orientation enters throughout the United States to which foreign students, who come either on State Department grants or under private sponsorship, are sent, with State Department assistance, in limited numbers, for special orientation before facing the hard task of doing advance study in an unfamiliar country, campus and language. A list of these centers is given in the appendix.

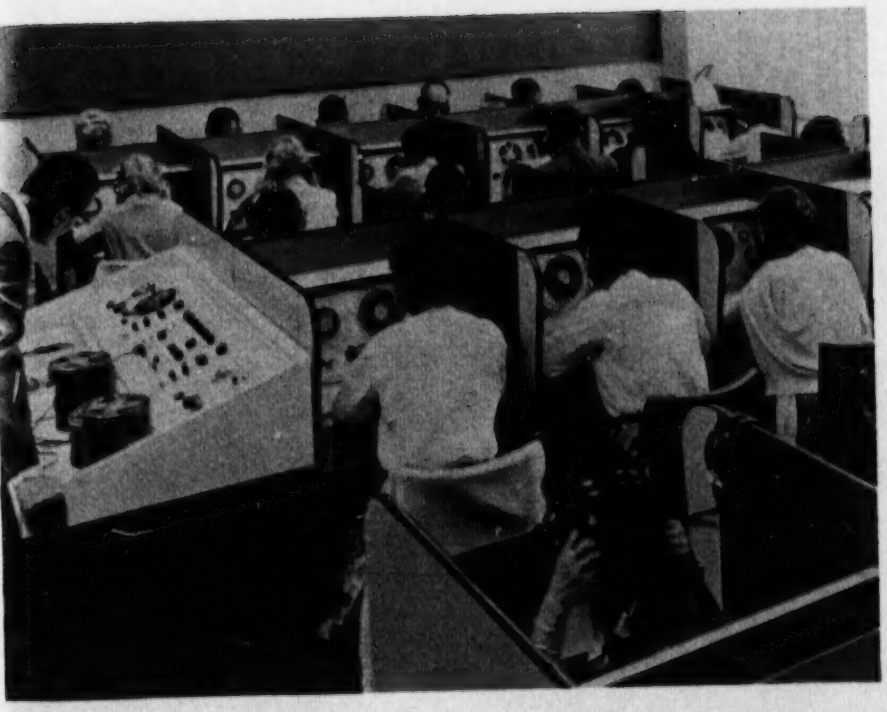
The State Department has helped to support this kind of orientation for 21 years, through a program administered by the Institute of International Education. The Agency for International Development provides similar orientation for its participant trainees from abroad. The Department's concern is the non-sponsored student, as well as those selected for Government grants who have already had some orientation in their home countries.

Orientation courses include not only language training but an introduction to the United States, its history, customs, people and its economic and social setting, and specifically to our university system and teaching methods. All courses include some special information on how to use a U.S. library and reference materials.

State Department-supported courses are able to reach only a relatively few students—about 600 to 700 a year. Although the Department increased its support in 1970 for non-sponsored students and planned a 40% increase for the following year, there will still not be adequate funding to reach directly more than a small proportion of incoming students. However, it is reasonable to expect that, as in the past, the Department's courses will serve as models for others, and stimulate other sponsors to provide increased and better services of this kind.

EXTRA CURRICULAR seminars offer outstanding foreign students chance to discuss the American scene, and exchange views. Here "delegates" of the American Field Service explore questions of leadership.

In the opinion of many faculty, a good orientation course can put an entering foreign student at a stage of English comprehension and academic development which students without this training may achieve by the end of the first semester at the earliest. Many colleges and universities, therefore, now offer regular courses (often for credit) at least in intensive teaching of English, and often, along with these, some general orientation to the United States. A recent survey by the Institute of International Education showed a jump of 70% in the number of academic courses in English for foreign students, compared to the previous 5 years. As many as 300 U.S. institutions now provide English courses for a full academic year, and 114 provide summer courses. Foreign students are urged to take these courses along with their regular studies. Moreover, many institutions are finding today's arriving foreign student better prepared in English than his compatriot of 10 years ago. In large part this is due to the insistence today of U.S. colleges and universities themselves on a good English test score before accepting an applicant.



PRACTICING ENGLISH. Georgetown University's American Language Institute provides language laboratory for incoming students requiring intensive short-term English drill.

A few universities provide special courses or seminars on particular fields of study. At the University of Texas (Austin), for example, which conducts one of the orientation programs supported by the State Department, the class of 50 was divided into three groups, according to each student's intended field of study, for professional seminars in the humanities, the social sciences, and science and engineering. Other universities, on their own, offer orientation for foreign students in specific fields. The University of Colorado provides an introductory course in economics, including agricultural economics, under the direction of the American Economics Association. An orientation program in American law was given in 1970, as in the previous several years, as an introduction to the American judicial process and constitutional law. Stanford University gives special orientation for foreign graduate engineers and scientists. Intensive study of English, particularly of the special vocabulary of each subject, is required throughout these courses.

Another new trend, very much in keeping with the times, is to use more students—both foreign and American—to help both in the planning and orientation of new foreign students. The University of Washington's unique program planned by fellow students has included informal "rap" sessions outside classroom confines (one site was a wilderness camp). Elsewhere, councils of foreign students who have been in the United States for a time are asked to plan the orientation for newly arriving students, or act as academic helpers to 10–12 newcomers in their own fields of study.

A few incoming students, especially undergraduates from the developing countries, may be offered, under private auspices, still another kind of orientation: a 4- to 6-week home stay with an American family the summer before they enter college. About 100 were given this opportunity in 1970 by the Experiment in International Living, a privately supported agency which exchanges both U.S. and foreign teen-agers.

As these examples suggest, the magnitude of the need for orientation services, and the variety of efforts being made to meet that need, are both impressive. What is still required is greater effort on the part of all concerned to close the gap.

ADVISING FOREIGN STUDENTS ON CAMPUS

When after World War II, the world's young people began to come to U.S. universities in ever larger numbers, a new role emerged on U.S. campuses—that of foreign student advisor. This advisor does not replace the academic counselor; rather, his job is to help foreign students with their special needs—and these are many and varied. He arranges for orientation classes and for special English language training; he advises on immigration, housing, the student's rights or privileges under U.S. laws; he discusses their problems of adjustment to U.S. campus life and, where necessary, arranges for psychiatric counseling; he advises on financial problems, including arrangements for work permits for needy students and often for a foreign student credit union for short-term loans; and, last but not least, with the local community and host

On campuses with large num
advisor's work is full time and he
smaller colleges with few for ign s
member serving only part tim . He
with the admissions office, and ha
dling foreign student affairs, specia

As early as 1948, the advisors w
to form themselves into a country-
common problems. All major U.S. i
The association, the National Asso

FOREIGN STUDENT ADVISORS, now in all major U.S. colleges and universities, arrange informal discussions, as above, as well as on-campus orientation and other special programs. Th
Student Affairs "field service" gives guid

NTS ON CAMPUS

the world's young people began
ver larger numbers, a new role
of foreign student advisor. This
emic counselor; rather, his job
eir special needs—and these are
orientation classes and for spe-
advises on immigration, hous-
es under U.S. laws; he discusses
U.S. campus life and, where
counseling; he advises on finan-
ents for work permits for needy
student credit union for short-
term loans; and, last but not least, he puts the students in touch with the local community and host families.

On campuses with large numbers of foreign students, the advisor's work is full time and he may have staff assistants. In smaller colleges with few foreign students, he may be a faculty member serving only part time. He usually maintains close liaison with the admissions office, and has full responsibility for handling foreign student affairs, special services and programs.

As early as 1948, the advisors were already numerous enough to form themselves into a country-wide association to work on common problems. All major U.S. institutions now are members. The association, the National Association for Foreign Student

in all major U.S. colleges and uni-
s, as above, as well as on-campus orientation and other special programs. The National Association for Foreign Student Affairs "field service" gives guidance on student programming.

GETTING INVOLVED in the local community, via home hospitality and sharing in civic projects and programs —including social work—is stressed now in all foreign student activities.
—PHOTO FROM NEW HAVEN REGISTER

Affairs (NAFSA), serves as a focal point for continuing study and consultation with all agencies, including the U.S. Government, concerned with the problems and prospects of the foreign student in the United States.

In 1963 with encouragement—and a substantial grant—from the State Department, the Association began a Field Service program which, at no charge, assists all colleges and universities in strengthening their programs for foreign students. There are now over 1,700 institutions in the United States which have foreign students and virtually all of them are now reached by the Field Service. Through this Service, for example, the Association gives requesting institutions guidance on English language programs for foreign students, on admissions problems and practices, and offers foreign student advisors free consultations with experienced professionals, if the colleges request it. It also gives short "drive-in" training courses and workshops to enable new advisors to consult with their more experienced counterparts from larger institutions.

Advising foreign students is now a sizable business. Twenty-seven institutions have over 1,000 foreign students, 7 have more than 2,000, and 82 have over 400. It has also grown over these post-World War II years into a far more professional and sophisticated business, as the United States itself has become more informed about foreign peoples, problems and cultures, and more aware of the need not to "Americanize" the foreign student here but to prepare him best to serve his own country and its culture —in short, to help him prepare for leadership.

THE FOREIGN STUDENT AND THE COMMUNITY

American families and communities have been meeting with foreign students for years. But the style has changed. The old way: invite a foreign student for Sunday dinner. The new way: invite him (or her) to visit a hospital or a welfare center, to speak to a social studies class, to participate in an informal "rap" session with local business, civic, cultural or political leaders, or to join in a civic anti-pollution drive. Not that Sunday dinner by local hospitality groups and families is neglected, but the "let's be kind to foreigners" tone is gone, or certainly going, and something more real, more mutually revealing about our own and the student's culture is taking its place.

This new trend is apparent among the literally hundreds of community service groups, comprising tens of thousands of citizens, which have been formed in and around university campuses and in major cities in response to the needs of foreign visitors, including students. About 80 of the groups in larger cities belong to COSERV (The National Council for Community Services to International Visitors), which was formed in 1961 with Department assistance to increase cooperation, exchange of information and pooling of experience among them.

The NAFSA Field Service, supported by the State Department, offers guidance and consultation to community groups which wish to set up programs and services linking foreign students—and their wives if present—with the local community and American families. There are now over 1,000 key volunteer organizers who are reached by the Field Service, and who work in cooperation with the local foreign student advisors.

Services provided by these groups cover a wide range. Some develop ties with an incoming student even before he arrives. From foreign student advisors they get the name of an incoming student and write him before he leaves home to assure him of a personal welcome and tell him of services available, sometimes even designating a "host family" for him.

After the student arrives, services offered may include a "loan closet" of warm clothes for students from tropical climates (loan of a winter coat, $1), and of housekeeping items (pots, pans, dishes) until students are ready to buy their own; help in finding a place to live, shopping help and English conversation "coffee hours" for wives; offers of weekend home stays or trips to places of interest. In a few cities community groups have also organized, in consultation with the foreign student advisor, a legal service (usually with at least the first consultation free), and special income tax assistance.

Valuable as such personal and community services are, there is a growing number of efforts, encouraged by the Department, to enable the student to participate in the community as well as share in its pleasures and conveniences. Thus, foreign students of the University of Chicago are joining in an effort to encourage high school dropouts to go back to school, through group discussions at local job-seeking centers. In many communities, the students are invited to teach the history and culture of their country in local schools; others are working in community welfare and recreation centers in ghetto areas; still others, on a regular basis, are visiting old people in nursing homes or fellow foreign students in hospitals.

So far, these efforts are few and scattered. But the trend is clear. Community service groups, like foreign student advisors, are aware today that the basic "service" they can render is not simply doing something *for* foreign students as much as to do something *with* them and share with him our mutual problems and aspirations. Out of such efforts come the richness and depth of individual experience which can favorably affect perceptions, perspectives and patterns of communication among the leaders of the future.

SECRETARY OF STATE William Rogers at a reception for foreign students held annually in the State Department, sponsored by the local Foreign Student Service Council.

ENLARGING THE STUDENTS' HORIZON

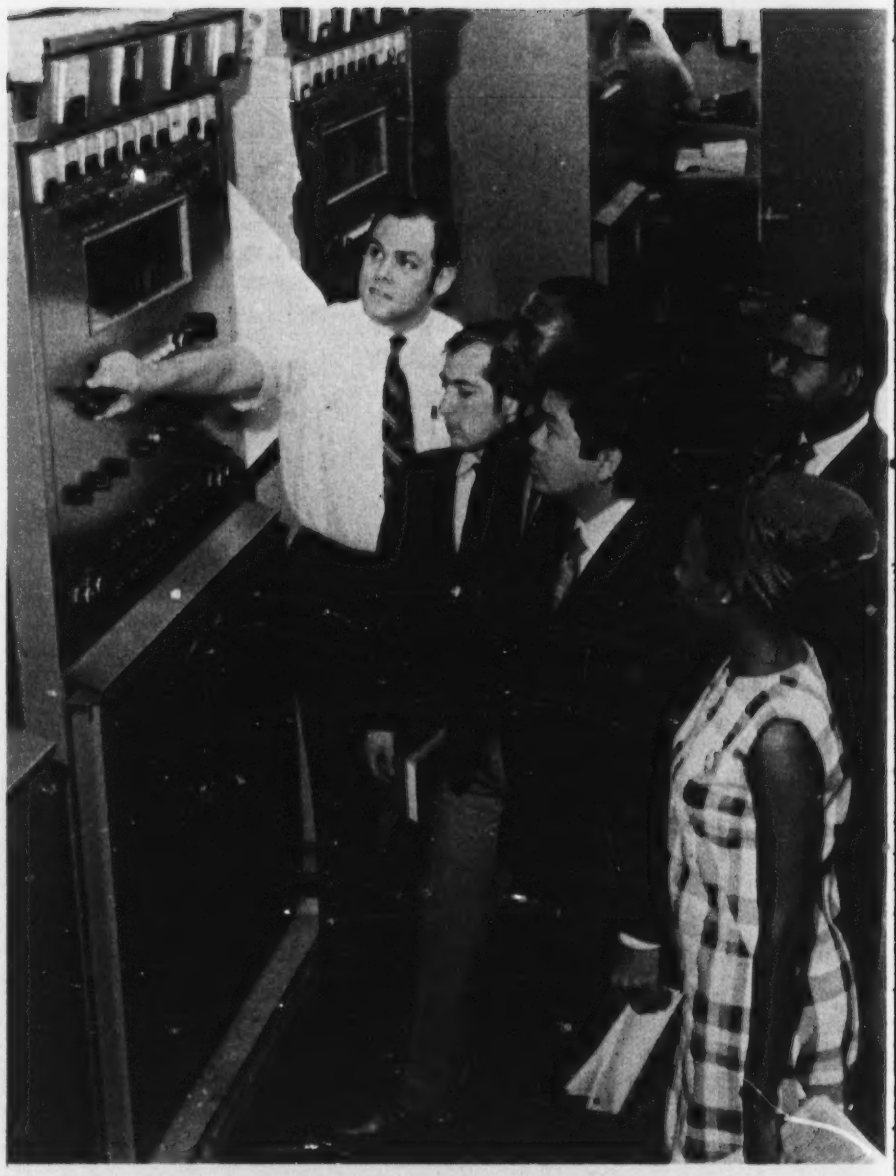
Providing opportunities for the foreign student to supplement his studies and casual observations with informed face-to-face discussion embracing a variety of viewpoints on some of the current aspects of the United States scene is becoming a special interest of all groups dealing with foreign students, including the State Department.

While the foreign student, pressed for time in the tough job of making a success of his studies, doesn't have many spare hours, there is a risk that he may return home knowing a lot about his specialty—but very little of the United States and the larger social, economic and political issues that may be of potentially great importance to him, as a professional and as a leader.

As a result several private groups have in recent years arranged special regional seminars and workshops for selected students, usually at or near the end of the students' stay. One of the oldest is the Wiilliamsburg International Assembly. For the past 14 years in that historic town in Virginia, it has held 3- to 4-day seminars conducted with the help of outstanding men and women in U.S. affairs, in which selected foreign students (50–60 at a time) can participate in a series of talks and frank discussion on the current U.S. scene, on every topic from racial tensions and foreign investment to federalism or Viet-Nam. The State Department in 1970, as for the past several years, gave supplemental support for this seminar, and for four to five similar, if smaller, seminars held at Aspen, Cornell, Colorado Springs and Los Angeles.

In 1970 the State Department markedly stepped up its interest in stimulating more "enrichment" seminars during the school year for a larger number of non-sponsored students—the total reached so far is distressingly small—and provided "seed money" to do so. In cooperation with the National Association for Foreign Student Affairs, it sponsored on an experimental basis the following extracurricular activities: in Ithaca, New York, Boston, Pittsburgh and Akron, a series of special seminars to enable foreign students interested in going into business and industry to meet with local businessmen, and examine the role of U.S. business in national and international development; at the University of Texas, a course on business development and communication in Latin America for students from that area; in Pittsburgh, a leadership seminar. In over a half-dozen other college and university centers in Pennsylvania, West Virginia and Ohio, workshops on intercultural communications were arranged, with State Department funds, through the Regional Council for International Education which has 32 member institutions in the area. These efforts are being continued through 1971, with some increased Department funds, incorporating adaptations and changes born of the first year's experience.

Over vacation periods foreign students are urged to travel within the United States to get more than a campus-bound perspective. They are given a special opportunity to do so through a volunteer plan called VISIT, a privately supported program of the International Student Service. VISIT not only offers travel advice but sets up a series of host families where the student may stay without charge en route. Foreign student advisors actively encourage students to use this service or other means to see as much of the United States as possible. Such travel is also encouraged by special reduced rates offered to foreign academic exchangees by U.S. bus companies. The National Association of Motor Bus Owners, moreover, at the request of the State Department, for the last several years has eliminated its earlier requirement that the special "See America" tour tickets be purchased before these visitors enter the United States.



INDUSTRY VISITS for foreign students are encouraged. Here General Electric in Syracuse shows a group its visual products division.

PROGRAMS FOR FOREIGN
CONDUCTED*

PRIVATE AGENCY	PROGRAM
African-American Institute** (10th Year)	1) Conducting 10 groups of African students on U.S. educational-travel visits; 2) supplementary services to some 250 African refugee students in U.S. universities; and 3) counseling of African students in the Washington, D.C., area.
American Association of Collegiate Registrars and Admissions Officers (8th Year)	Continuing publications of the World Education Series on foreign educational systems.
American Field Service** (21st Year)	Teen-age exchange for foreign high school students.
American Friends of the Middle East (1st Year)	Counseling and arranging grants in U.S. institutions for students from certain Near Eastern countries.
Council of International Programs (15th Year)	6-week work-study training course for some 180 foreign young social workers and youth leaders in five U.S. cities and their community service agencies.
Experiment in International Living** (15th Year)	Conducting travel-observation visits in the U.S. with student leaders from East Asia.
Foreign Student Service Council (7th Year)	Continued and increased services to foreign students studying in or visiting Washington, D.C.
Georgetown University (9th Year)	1) Providing refresher English language training for incoming foreign students (and other State Department grantees); and 2) developing and publishing English proficiency tests for non-sponsored foreign students applying for admission to U.S. colleges and universities.

AMS FOR FOREIGN STUDENTS CONDUCTED* BY PRIVATE

	PROGRAM	PRIVATE AGENCY
Y *	1) Conducting 10 groups of African students on U.S. educational-travel visits; 2) supplementary services to some 250 African refugee students in U.S. universities; and 3) counseling of African students in the Washington, D.C., area.	Institute of International Education** (21st Year)
ollegiate ns Officers	Continuing publications of the World Education Series on foreign educational systems.	Inter-American University Foundation (10th Year)
	Teen-age exchange for foreign high school students.	International Christian Youth Exchange (20th Year)
iddle East	Counseling and arranging grants in U.S. institutions for students from certain Near Eastern countries.	International Legal Center** (3rd Year)
rograms	6-week work-study training course for some 180 foreign young social workers and youth leaders in five U.S. cities and their community service agencies.	International Student Service—YMCA (12th Year)
al Living**	Conducting travel-observation visits in the U.S. with student leaders from East Asia.	
Council	Continued and increased services to foreign students studying in or visiting Washington, D.C.	Meridian House (9th Year)
	1) Providing refresher English language training for incoming foreign students (and other State Department grantees); and 2) developing and publishing English proficiency tests for non-sponsored foreign students applying for admission to U.S. colleges and universities.	National Association for Foreign Student Affairs (8th Year)

AND YOUNG LEADERS

AGENCIES WITH U.S. STATE DEPARTMENT ASSISTANCE . 1970

PROGRAM	PRIVATE AGENCY	PR
1) Counseling, guidance and placement for students in Hong Kong and Lima, Peru; 2) administration of orientation programs for incoming foreign students; 3) placement in U.S. institutions of foreign students with State Department grants.	National 4-H Club Foundation (10th Year)	Exchange of 40 U.S. youth to and from 15
	Operation Crossroads Africa (7th Year)	Conducting observati U.S. for some 60 Afric professionals.
Conducting educational study-observation visits of some 100 Brazilian students and professors.	University of California** (12th Year)	Seminar for Brazilian civilization.
Bringing foreign teen-agers to live and study in U.S. communities.	U.S. Catholic Conference (21st Year)	Teen-age exchange o students.
Intensive short-term study program for about 15 African law school graduates.	U.S. Youth Council (2nd Year)	Short-term exchanges youth leaders.
1) Reception services for foreign students, including State Department grantees, at ports of entry to the U.S.; and 2) conducting U.S. study-observation tours for selected foreign student leaders.	World Youth Forum (1st Year)	Bringing 30-35 select seniors for 10 weeks observation visits wit
1) Providing hospitality and special services for foreign visitors to the nation's capital; 2) support to the national office of COSERV.	Youth for Understanding (21st Year)	Teen-age exchange o students.
1) A "Field Service" program to enable U.S. colleges and universities to strengthen their program for foreign students; 2) special programs and seminars for foreign students in the U.S.; and 3) counseling non-sponsored students both before and after their arrival in the U.S.		

** The years noted indicate the period over which these agenc Department assistance for carrying out programs for foreign studen*

*** These agencies conduct other programs under contract with th pendently. The above listing refers only to programs for foreign stude ceived State Department support in 1970.*

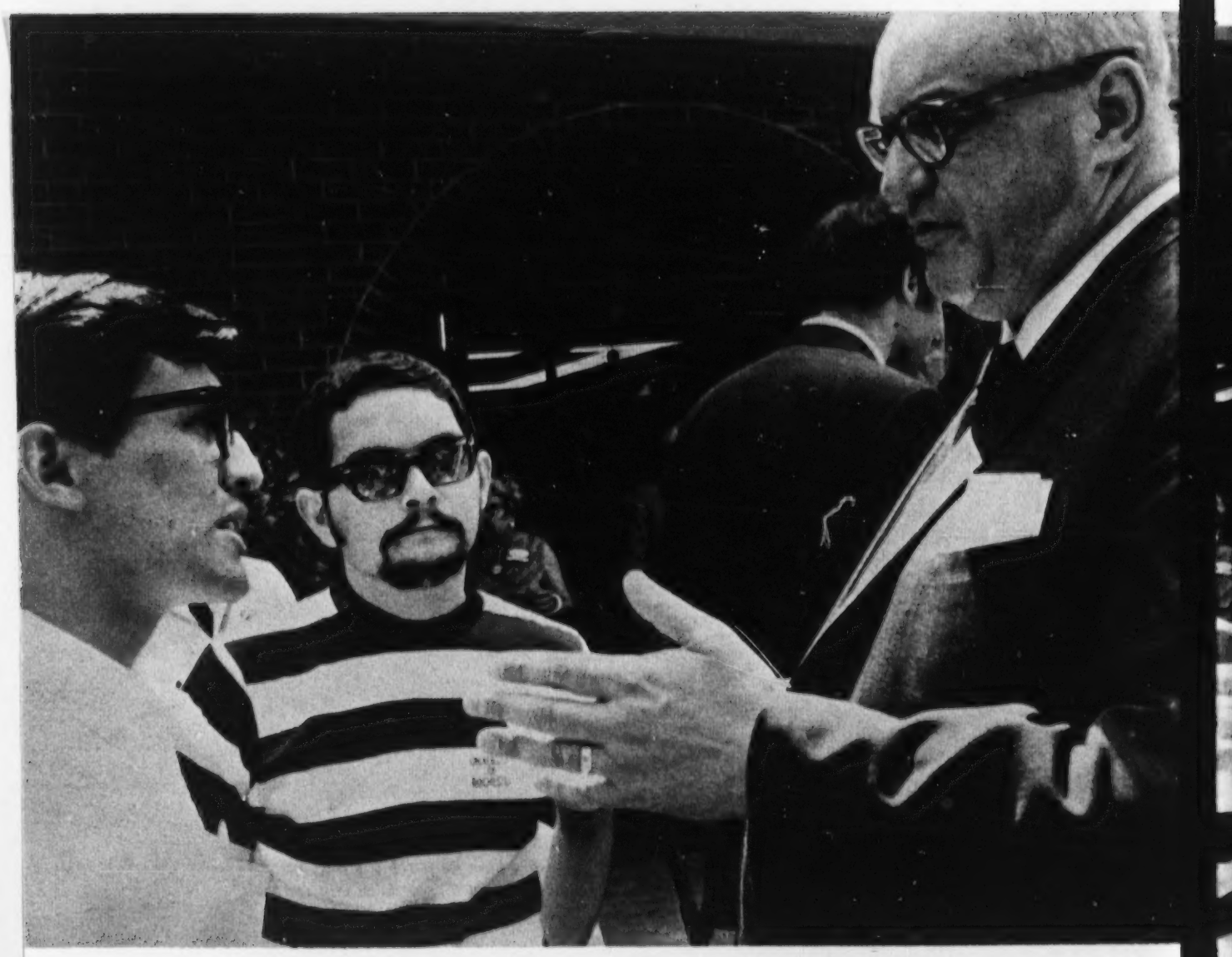
G LEADERS

TH U.S. STATE DEPARTMENT ASSISTANCE . 1970

PRIVATE AGENCY	PROGRAM
National 4-H Club Foundation (10th Year)	Exchange of 40 U.S. and 40 foreign farm youth to and from 15 or more countries.
Operation Crossroads Africa (7th Year)	Conducting observation-study tours of the U.S. for some 60 African students and young professionals.
University of California** (12th Year)	Seminar for Brazilian student leaders on U.S. civilization.
U.S. Catholic Conference (21st Year)	Teen-age exchange of foreign high school students.
U.S. Youth Council (2nd Year)	Short-term exchanges between U.S. and foreign youth leaders.
World Youth Forum (1st Year)	Bringing 30-35 selected foreign high school seniors for 10 weeks of seminars and study-observation visits with their U.S. counterparts.
Youth for Understanding (21st Year)	Teen-age exchange of foreign high school students.

** The years noted indicate the period over which these agencies have received State Department assistance for carrying out programs for foreign students.*

*** These agencies conduct other programs under contract with the Department and independently. The above listing refers only to programs for foreign students and youth which received State Department support in 1970.*



In the nation's capital, which most foreign students usually try to see during their U.S. stay, the State Department has for the past 7 years helped to support the work of the volunteer Foreign Student Service Council in receiving such visitors (in addition to its year-round services for the nearly 6,000 foreign students in the Washington area). For groups of visiting students, the Council arranges not only for sight-seeing and home stays with Washington families, but for interviews with Congressional leaders and visits to the open hearings of Senate and House sessions, and for seminars on the U.S. Government with high-level Washington speakers. An an
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WILLIAMSBURG ASSEMBLY, held annually, draws top lecturers, students. Richard Scammon, noted elections analyst, chats with students in between-sessions break.

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nment with high-level Washington speakers. An annual reception for foreign student visitors is held in the State Department. For African students living in or visiting the Washington area, the African-American Institute also offers special services, in addition to joining with the Council for seminars and special events.

In a time of rapid change in campus patterns and attitudes, it is especially important that these programs which engage the foreign student actively in the broader life of our society be strengthened and multiplied.

DUCATIONAL TRAVEL GROUPS

Obviously the students who come to the United States present only a tiny fraction of their age group at home. Among is vast majority at home are many who are leaders in student fairs or who have already begun their professional careers. For lected groups of such young people, the State Department pro-des short-term "educational travel" or study-observation visits the United States. In 1970 some 300 such young leaders and rofessionals came on these visits; since 1949 about 8,000. Because any of the young people chosen are already at work in their areers, groups are usually drawn from a single profession—jour-alism, labor, law, urban planning and architecture, government nd politics, or the arts. Other groups include only elected stu-ent leaders.

To assure these educational travel groups complete free-om to see the United States and meet all kinds of Americans, he State Department usually contracts with a private agency (or niversity) to arrange their travel and program in accordance with he group's special interest. For example, a 1970 visit of young tudent leaders from East Asia was handled by the Experiment n International Living. This agency, which has long experience n exchanges of young people, arranged, as the young Asians equested, for meetings with U.S. student leaders of all shades of olitical opinion—representatives of the extreme left, black na-ionalists, and editors of the student underground newspapers, s well as Democrats, Republicans, labor leaders and state and ity officials.

Similarly, a group of young West African leaders visiting in 1970 asked to see as many kinds of U.S. minorities as possible. Their tour included a visit with young black leaders and Chicanos (Los Angeles), Mormons (Salt Lake City), Creoles (New Orleans,), Papagos Indians (Tucson), Black Panthers (New York), a women's lib group (Boston). For balance, they also met with stock brokers in New York, city planners in Philadelphia, and agricultural experts in Missouri. As with many African youth groups, their tour was arranged by the African-American Institute, under State Department contract.

A more formal kind of short-term visit was arranged, with State Department funding, by the University of California at Los Angeles in 1970 for a group of select Brazilian students. Their tour included a 4-week series of lecture-seminars on the United States to precede their travel elsewhere. While attending the seminars, the young Brazilians stayed in a UCLA dormitory with American students, visited the law courts and law libraries and the Los Angeles Symphony, as well as the jet propulsion laboratory in Pasadena; talked with labor officials, Berkeley student leaders, a labor action group in Watts. In Washington the group attended Senate hearings, met with Senators and Congressmen of both parties, a member of the Supreme Court, the Peace Corps, in addition to making the usual tourist rounds. The program, which was the ninth in a series administered by UCLA under State Department sponsorship, also featured a visit to Puerto Rico to show what a Latin-oriented country can achieve in self-development.

STUDYING CONGRESS
of Korea, visiting stude
interviews Gerald Ford,
Minority Leader, on role

Other educational travel groups of special interest in 1970 included a three-member NATO-study group from the Norwegian Conservative Students' Association, who sought answers to questions on the desirability of Norway having foreign alliances; young specialists in English-teaching from Spain, and a similar group from French-speaking countries of Africa.

Leading young professionals are also brought to the United States for specific short-term training, again through the help of private agencies working with supplemental financing from the

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STUDYING CONGRESS. Kyung Kim of Korea, visiting student leader, interviews Gerald Ford, the House Minority Leader, on role of Congress.

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working with supplemental financing from the

State Department. For example, in 1970, as for the last several years, the International Legal Center brought 13 African graduate law students to the United States for a research and teaching seminar. The National 4–H Club Foundation invited 41 young foreign farm leaders, representing 15 countries in the Near and Far East and Africa to the United States to live and work with American farm families. (An equal number of U.S. farm youth was sent abroad to the same areas.) 1970 was the 10th year in which the State Department gave supplementary support to international 4–H exchanges.

In terms of State Department support the largest single program for bringing young professionals to the United States, and an outstanding one as well, is the Council of International Programs for Youth Leaders and Social Workers. A private program, it has had continuing administrative and other support from the Department for 15 years. Three-fourths of the Council's total resources, however, derive from private U.S. donations, foreign private agencies or foreign governments. As is so often the case, the Council was the creation of a single extraordinarily com-

FULTON FISH MARKET is scene of pre-dawn visit of an educational travel group of State Department sponsored student leaders, studying problems of U.S. urban and rural life.

itted and capable private citizen. Now organized under dis-nguished private sponsorship, in cooperation with social work encies, schools and civic groups in five cities in the North East d North Central United States, the Council in 1970 provided me 180 foreign young professionals with 4 to 13 months of in-nsive and extensive study and practical training, together with their American counterparts, in local, regional and national-level social work and welfare programs.

Over 2,000 young professionals have participated during the last 15 years. Many of them have gone on to important jobs in their home countries. Some have helped introduce new social work programs such as "head start" in Germany, a children's village in India. In short they have done just what was hoped—become leaders in their own countries in their professional fields, and set up enduring ties of understanding and communication with their professional colleagues in the United States.

Exchange of High School Students

One other important group of young people abroad who now have a chance to be selected to visit the United States are outstanding high school students. A half-dozen private U.S. exchange programs—of which four in 1970 received some supplementary support from the State Department—today are engaged in bringing exceptionally gifted foreign high school students here from all over the world for short-term study. More than 71 countries were represented in the 4,600 young people brought here by the four private agencies in 1970. The young visitors live with American host families for a year, go to the local high school and join in community, school and family activities.

The Department's funds are merely supplemental to the substantial financing raised by these organizations on their own,

tributing less than 1.5% of the total costs of the teen-age hanges. One of the sizable sources of private contributions to program comes from the host families, who assume all the rd and room costs of the visiting student. (The family's only ompense is an income-tax allowance for expenses.) It is the ılt of contributions like these that, in the past 14 years through 0, 46,350 outstanding foreign high school students have had experience which brings many of them to feel that they have econd home in America.

Just as youth is changing all over the world, the private ncies arranging teen-age visits are also making changes in their grams and are contemplating others. Recognizing the earlier turity of young people today, the agencies are now discussing king the accepted age level 15–19 instead of 16–18. They have eady experimented with interspersing home stays with periods community and social service work, particularly with disad- ntaged groups in the United States—American Indians, for ex- ple. Another variation on the home stay is periodic participa- n in intercultural and leadership seminars and conferences with eir young American counterparts. Opportunities to permit the ung visitors to attend a junior college instead of—or in addition —U.S. high schools are also under consideration.

These, then, are some of the private programs assisted by e Department of State to assure that at least a significant pro- rtion of all foreign students coming here receive, directly or directly, an enriched education, as well as a rounded experience the United States, of its people, problems and civilization.

The programs are of particular importance—and concern —today. U.S. colleges and universities everywhere are under financial pressure and forced into hard decisions on how to fund special studies and scholarships for U.S. minority groups, plus curricula more relevant to today's needs, while continuing to provide acutely needed special services for foreign students. These same decisions have been faced by foundations and other private agencies which have been so effective in their past support of exchange programs. It is highly regrettable that a few institutions have already cut down on these services, and the current trend is not encouraging.

At the same time, all who work with and for students from abroad realize that they are an inestimable resource—no less to the United States than to their own countries. Foreign students on U.S. campuses include, as a recent University of California survey observes, some of "the best brains of the world." Already many of those who have studied here—as high school students, undergraduates, graduates, or as young professionals on short visits—have become leaders on their return home. The names listed on earlier pages indicate but a few of the very large number now playing important parts in their home countries.

Many others will do so in the future. But whatever their position of leadership, their years of study abroad make them members of the new international fraternity, the transnational "community of the concerned" which knows no boundaries. It is this group in each country which is most likely to develop new forms of international cooperation, and to work consciously among themselves and other nations, including the United States, to solve some of mankind's common problems. To the extent that we as American individuals, communities, institutions or public or private agencies, help them build ties with U.S. classmates, friends and professional colleagues, we contribute toward this long-sought international partnership for peace.

TEEN-AGE EXCHANGE. Outstanding high school students — left, from Norway, Yugoslavia and France—are brought to the U.S. to live in local communities while attending school.

HOST FAMILY in Ohio provides Samuel P. Akinbami of Nigeria with admiring "sisters" and "brothers" during a "home stay" before starting studies.

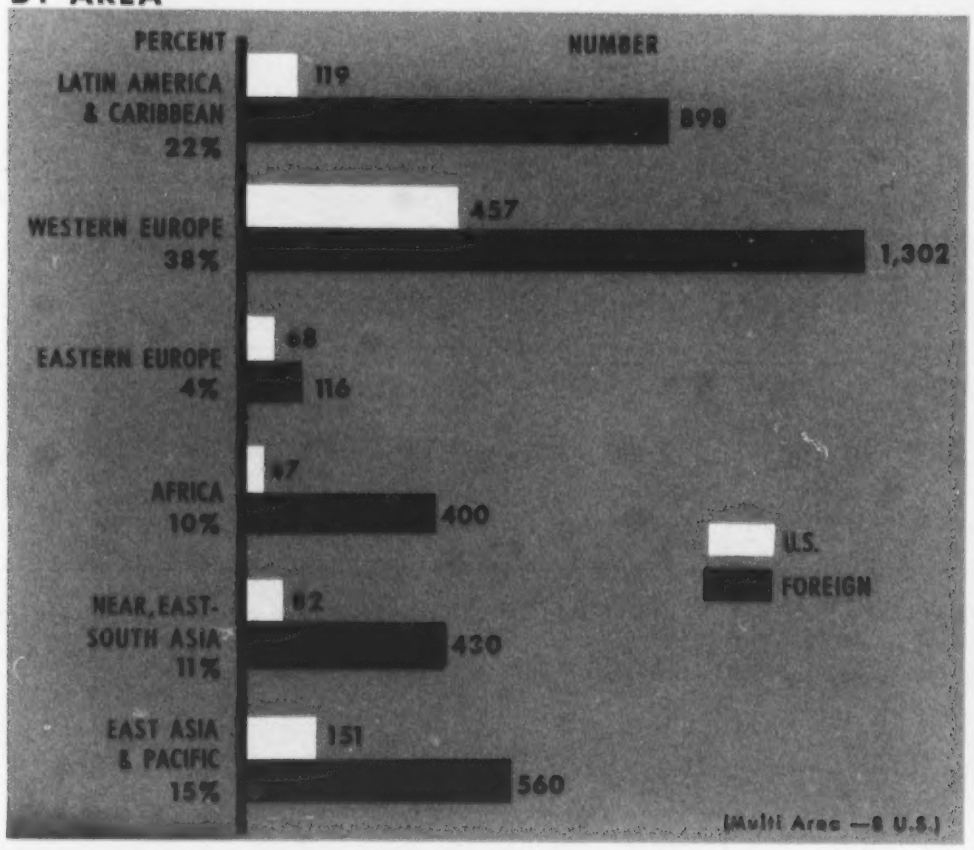
—PHOTO FROM EXPERIMENT IN INTERNATIONAL LIVING

A PROFILE OF THE EXCHANGE PROG

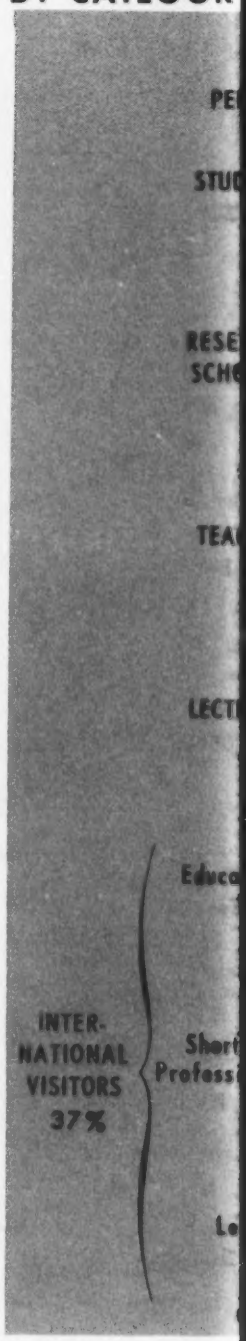
TOTAL GRANTEES*

	U. S	FOREIGN	TOTAL
1949-1970	38,581	98,437	137,018
1970	932	3,706	4,638
1969	1,613	4,937	6,550
% CHANGE 1970 over 1969	−42%	−25%	−29%

BY AREA



BY CATEGOR



*Arrivals only.

OF THE EXCHANGE PROGRAM - FY 1970 . . . . .

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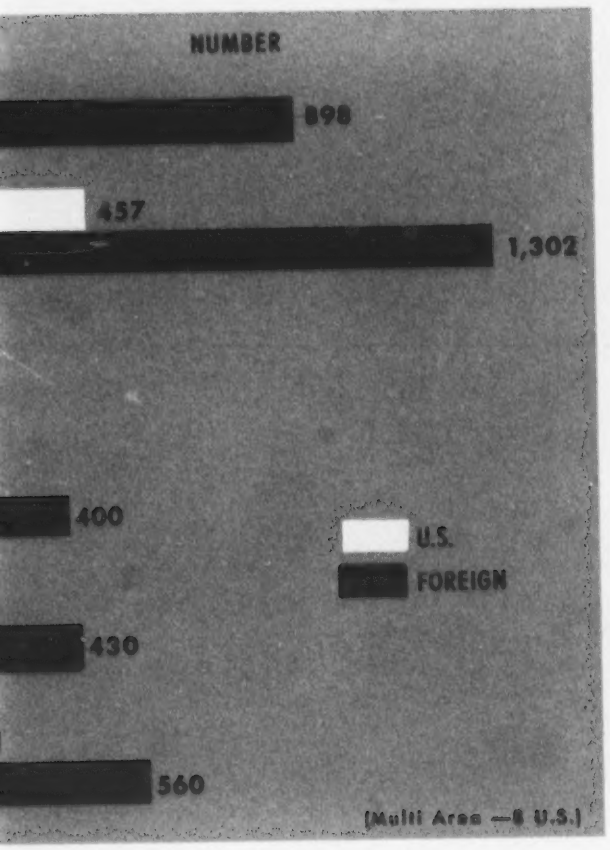
−42%	−25%	−29%



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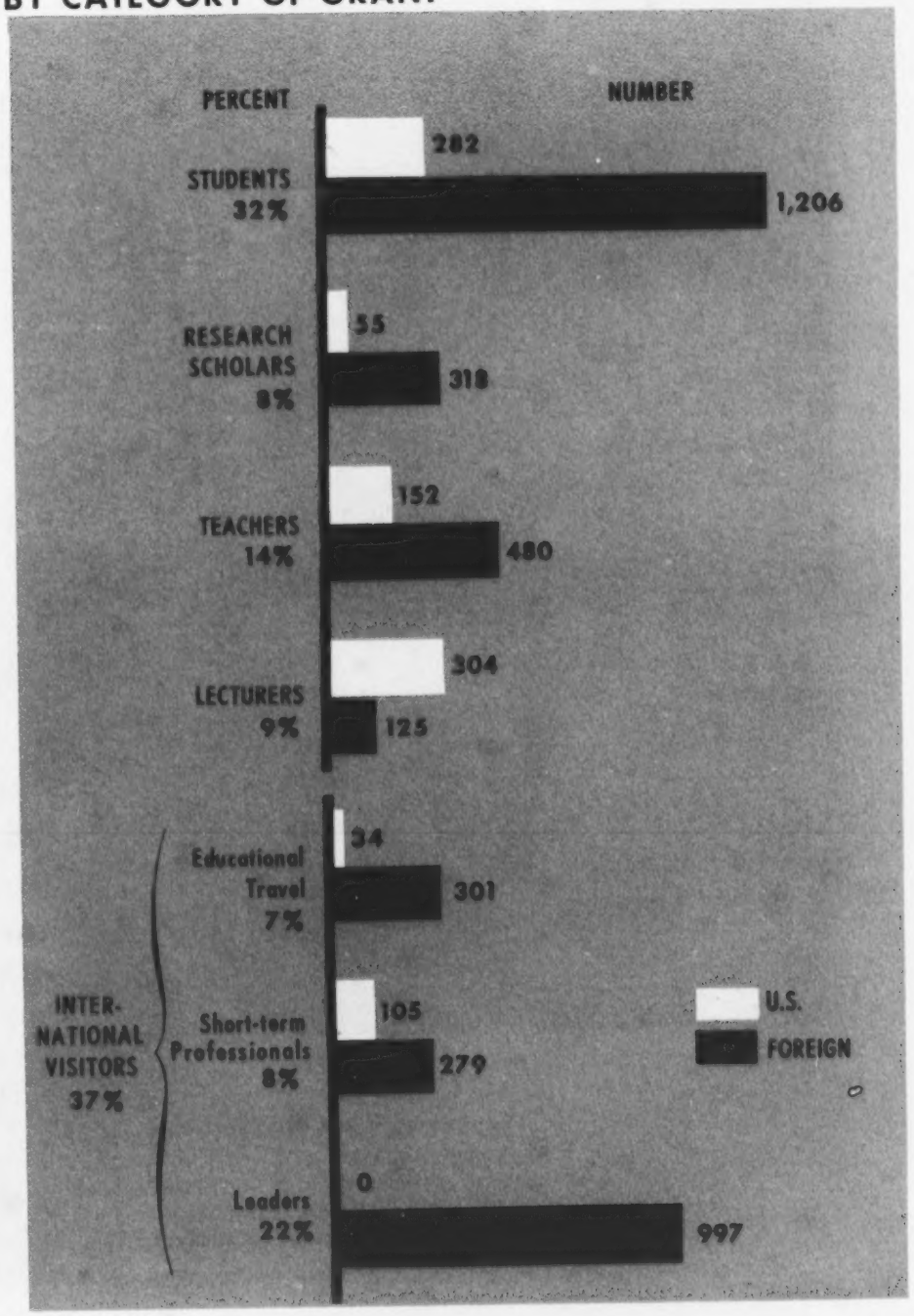

*Arrivals only.

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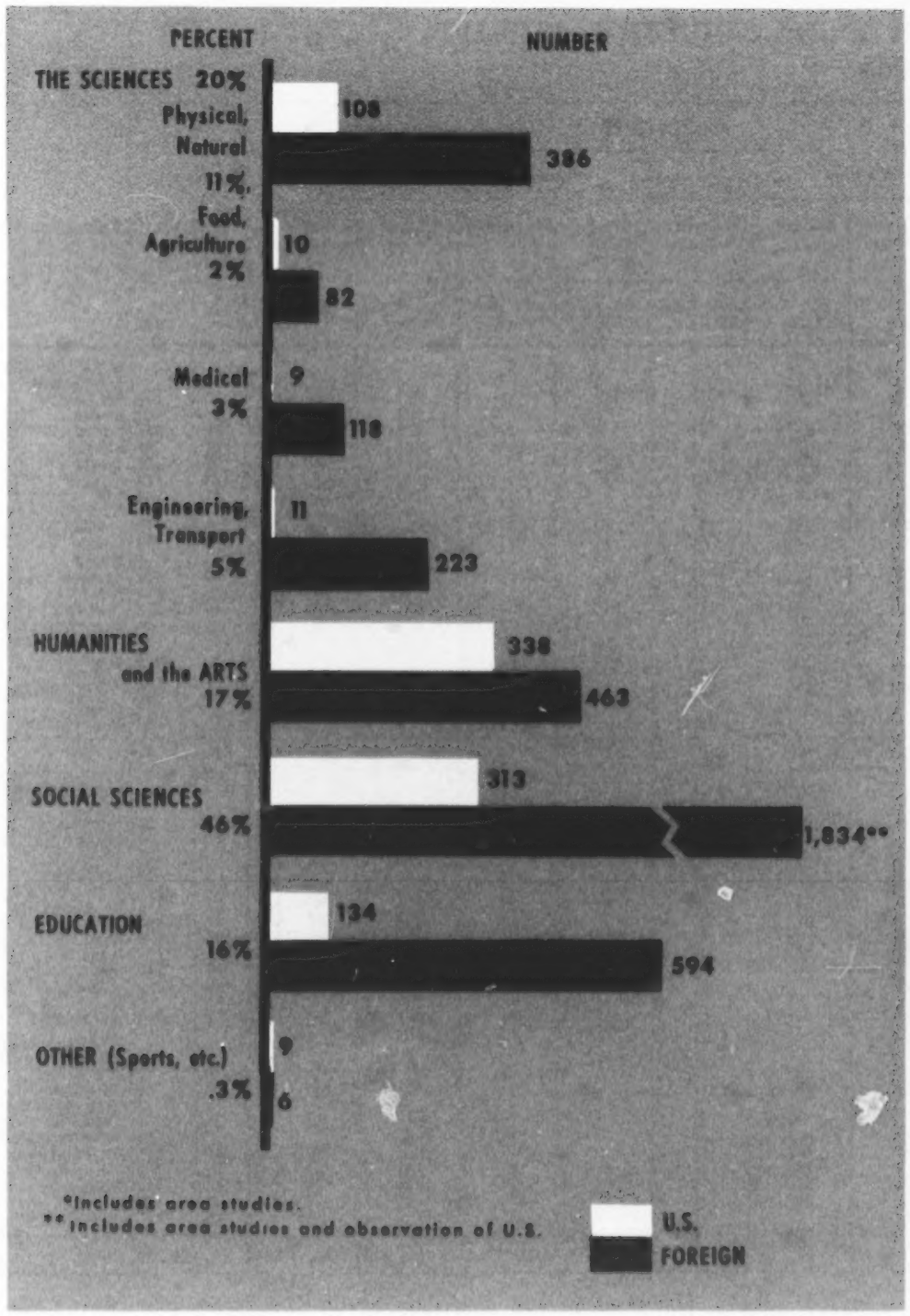

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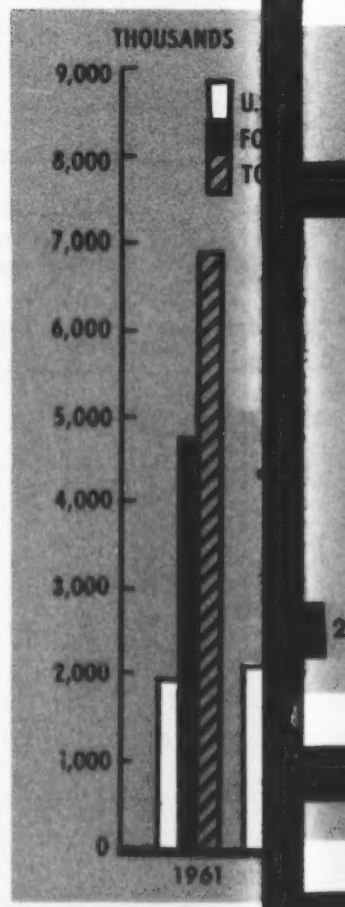
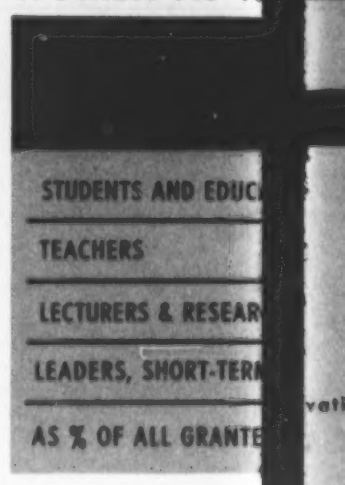
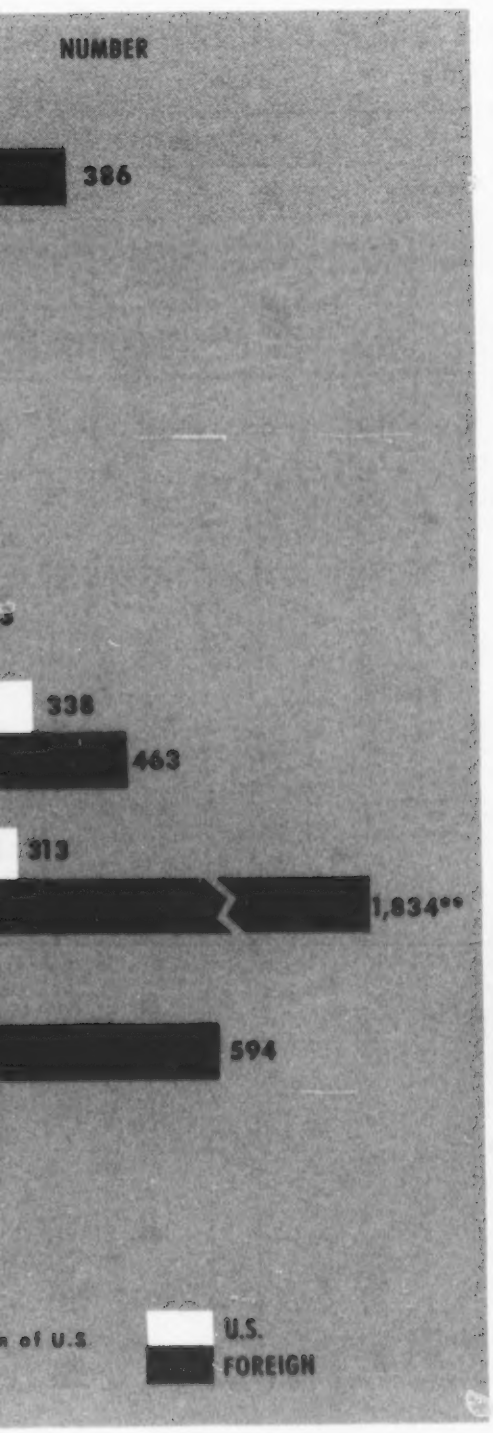
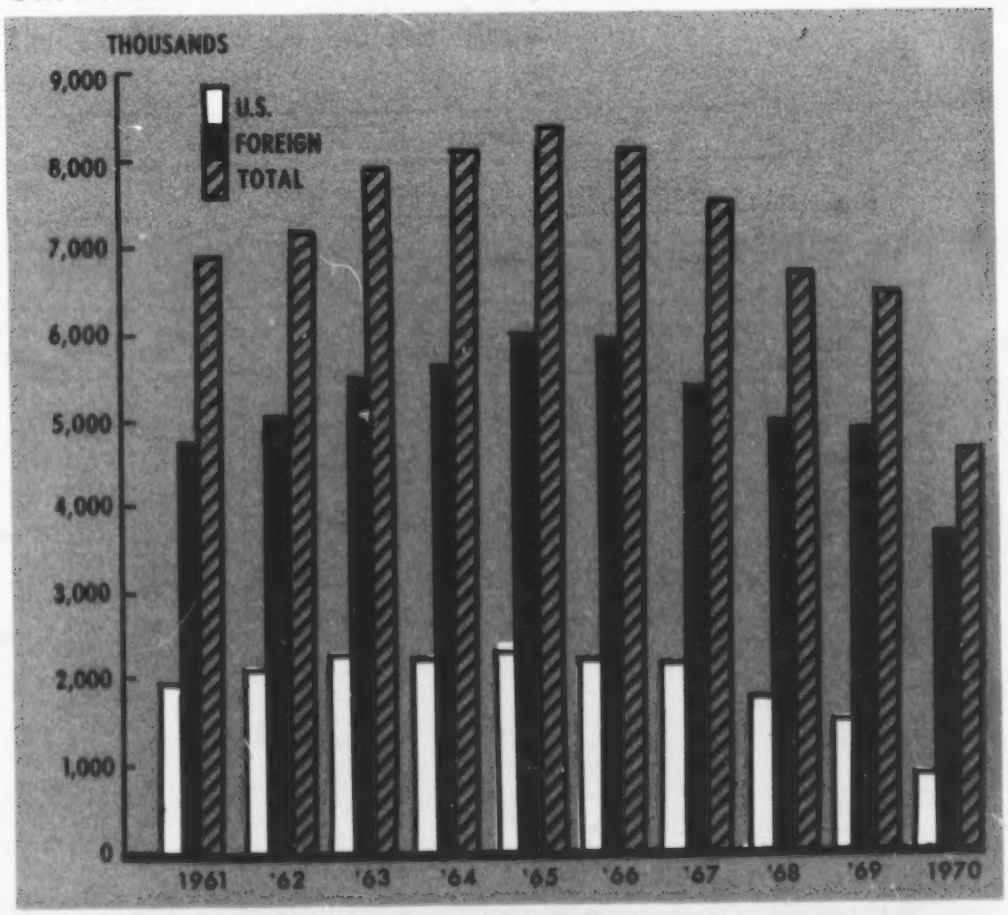


WOMEN AS %





GRANTEES OVER THE PAST DECADE



WOMEN AS % OF ALL GRANTEES

	U S	FOREIGN	TOTAL
STUDENTS AND EDUCATIONAL TRAVEL	39%	20%	23%
TEACHERS	34%	44%	41%
LECTURERS & RESEARCH SCHOLARS	5%	10%	7%
LEADERS, SHORT-TERM PROFESSIONALS	12%	13%	13%
AS % OF ALL GRANTEES	22%	20%	20%

TABLE 1

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949

(Arrivals Only)

Area and Country	U.S. GRANTEES														FOREIGN GRANTEES										
	Academic						International Visitors						U.S. totals cumulative		Academic								International		
	University students		Research scholars		Teachers		University lecturers		Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Special
	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1959–1969	1970	1949–1969	1970	1970	1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	1970	1949–1969
NEAR EAST AND SOUTH ASIA																									
Afghanistan	6				7		27	1			12		1	53	108	5	3		11				11		5
Bhutan															2										
Ceylon	21		4				68	3	8		2	1	4	107	208	13	23	4	64		6	1		1	29
Cyprus					5		9				2			16	118	15	1		39						6
Greece	139		60	1	341	5	102	6			23		12	677	862	29	121	6	118	2	11	2	10		89
India	468	8	239		160		380	12	9		139	1	21	1,416	1,870	47	279	12	358	31	116		21	10	365
Iran	22		13		68		109	4		1	14	2	7	233	173		76	8	298	4	5	1	4		134
Iraq	1		13		19		106				14			153	143		14				3				18
Israel	22	1	31		8		107	1			25	1	3	196	129		98	8	24		15	3	6		81
Jordan	4				3		15				7			29	122	3			4				1		54
Kuwait																									1
Lebanon	1		1		4		41	1			36		1	84	23	7	2		12		5		24		48
Nepal	2		6		3		9	2					2	22	91	4	11		41		8			3	5
Pakistan	19		17		25		201		16		36			314	841	7	50	3	130		13	1	14		106
Saudi Arabia							13				4			17	5				2						8
Southern Yemen											1			1	23				1						3
Syria					13		41				6			60	21				2		2		12		33
Turkey	44		16	5	117		139	7			37	2	14	367	565	33	130	6	97	7	18	1	10		79
United Arab Rep.	58		38		6		179				25			306	575		112		73		28		4		69
Yemen					2									2	40										1
Multi-country										6	113	11	17	130											
TOTAL	807	9	438	6	781	5	1,546	37	33	7	496	18	82	4,183	5,919	163	920	47	1,274	44	230	9	117	14	1,188
EAST ASIA AND PACIFIC																									
Australia	333	7	180	3	132	5	217	14			10		29	901	558	26	364	26	207	11	96	2	11	3	21
Brunei															1										
Burma	18		20		50		74				9			171	238		42		97		3				25
Cambodia	1				42						7			50	83				12						5
China, Rep. of	37		112		3		105	4		2	8		6	271	190	10	83	8	63		34	1	5	2	76
Hong Kong	6	3	8		2		25	2			5		5	51	38		8		23	4	1		9	2	52
Indonesia					36	4	9				10		4	59	262	8	3		69		5	1	13	2	122
Japan	144	7	176	6	117		296	10		18	220	13	54	1,007	2,854	42	1,154	5	377		126	9	14	3	104
Korea	9	3	2	1	4		63	2		2	35	1	9	122	384	20	55	1	68		24	1	14	4	203
Laos					31	4					7		4	42	25	1			66				5		19
Malaysia	10		3		4		54	2			22		2	95	202	31	16		120		5		10	1	141
New Guinea			1		2									3	2										2
New Zealand	143	2	108	6	76	1	42	2		1	8		12	389	273	6	79	2	103	1	26		12	3	30
PACIFIC ISLANDS:																							1		
(Br. Solomon Is.																								1	
Fiji Is.					3						1			4	1		1		9						
Micronesia					1									1					1						
New Caledonia											1			1											
Tonga Is.					2									2											
Western Samoa)															8										
The Philippines	82		37		10		167	3			19		3	318	993	23	51		54		17	2	23	6	11
Singapore	7				2		11				8			28	41	2	7		21		1		9	2	6
Thailand	16	1	13		41		99			3	38	1	5	212	538	20	5		65	5	2		20	5	12
Vietnam			2		27		42	1			19		1	91	97	1	8		21		1		8	2	3
Multi-country				1	1		5		9		184	16	17	216											
TOTAL	806	23	662	17	586	14	1,209	40	9	26	611	31	151	4,034	6,787	190	1,876	42	1,377	21	341	16	154	36	1,16

TABLE 1

MBER OF EXCHANGES WITH EACH COUNTRY, 1949-1970

(Arrivals Only)

GRANTEES							FOREIGN GRANTEES																	
International Visitors					U.S. totals cumulative		Academic								International Visitors						Foreign totals, cumulative		U.S. AND FOREIGN TOTALS		Area and Country
rsity rers	Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders						
1970	1959–1969	1970	1949–1969	1970	1970	1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	1970	1949–1969	1970	1949–1969	1970	1970	1949–1970	1970	1949–1970	
																									NEAR EAST AND SOUTH ASIA
1			12		1	53	108	5	3		11				11		5	1	37	10	16	191	17	244	Afghanistan
							2															2		2	Bhutan
3	8		2	1	4	107	208	13	23	4	64		6	1		1	29		89	6	25	444	29	551	Ceylon
			2			16	118	15	1		39						60	3	36	6	24	278	24	294	Cyprus
6			23		12	677	862	29	121	6	118	2	11	2	10		89	5	201		44	1,456	56	2,133	Greece
12	9		139	1	21	1,416	1,870	47	279	12	358	31	116		21	10	365	3	424	20	123	3,556	144	4,972	India
4		1	14	2	7	233	173		76	8	298	4	5	1	4		134	41	151	6	60	901	67	1,134	Iran
			14			153	143		14				3				18		66			244		397	Iraq
1			25	1	3	196	129		98	8	24		15	3	6		81		67	6	17	437	20	633	Israel
			7			29	122	3			4				1		54	1	53	6	10	244	10	273	Jordan
																	1		2	1	1	4	1	4	Kuwait
1			36		1	84	23	7	2		12		5		24		48	2	111	13	22	247	23	331	Lebanon
2					2	22	91	4	11		41		8			3	5		20	5	12	188	14	210	Nepal
	16		36			314	841	7	50	3	130		13	1	14		106		203	5	16	1,373	16	1,687	Pakistan
			4			17	5				2						8	1	11		1	27	1	44	Saudi Arabia
			1			1	23				1						3		1			28		29	Southern Yemen
			6			60	21				2		2		12		33		54			124		184	Syria
7			37	2	14	367	565	33	130	6	97	7	18	1	10		79	3	139	8	58	1,096	72	1,463	Turkey
			25			306	575		112		73		28		4		69		148	1	1	1,010	1	1,316	United Arab Rep.
						2	40										1		10			51		53	Yemen
		6	113	11	17	130																	17	130	Multi-country
37	33	7	496	18	82	4,183	5,919	163	920	47	1,274	44	230	9	117	14	1,188	60	1,823	93	430	11,901	512	16,084	TOTAL
																									EAST ASIA AND PACIFIC
14			10		29	901	558	26	364	26	207	11	96	2	11	3	21		167	8	76	1,500	105	2,401	Australia
											1											1		1	Brunei
			9			171	238		42		97		3				25		116			521		692	Burma
			7			50	83				12						5		35			135		185	Cambodia
4		2	8		6	271	190	10	83	8	63		34	1	5	2	76	1	123	15	37	611	43	882	China, Rep. of
2			5		5	51	38		8		23	4	1		9	2	52	3	47	6	15	193	20	244	Hong Kong
			10		4	59	262	8	3		69		5	1	13	2	122		300	15	26	800	30	859	Indonesia
10		18	220	13	54	1,007	2,854	42	1,154	5	377		126	9	14	3	104	1	995	79	139	5,763	193	6,770	Japan
2		2	35	1	9	122	384	20	55	1	68		24	1	14	4	203		254	17	43	1,045	52	1,167	Korea
			7		4	42	25	1			66				5		19		39	7	8	162	10	204	Laos
2			22		2	95	202	31	16		120		5		10	1	141	1	230	13	46	770	50	865	Malaysia
						3	2										4		2			8		11	New Guinea
2		1	8		12	389	273	6	79	2	103	1	26		12	3	36		95	13	25	649	37	1,038	New Zealand
																									PACIFIC ISLANDS:
															1				1			2		2	(Br. Solomon Is.
			1			4	1		1		9					1	4		25	3	4	44	4	48	Fiji Is.
						1					1						2		15	1	1	19	1	20	Micronesia
			1			1														1	1	1	1	2	New Caledonia
						2													1		1		3	Tonga Is.
							8										3		6		17		17	Western Samoa)
7	3		19		3	318	993	23	51		54		17	2	23	6	117	5	192	10	46	1,493	49	1,811	The Philippines
1			8			28	41	2	7		21		1		9	2	60	3	43	5	12	194	12	222	Singapore
9		3	38	1	5	212	538	20	5		65	5	2		20	5	128	3	275	32	65	1,098	70	1,310	Thailand
2	1		19		1	91	97	1	8		21		1		8	2	38	2	100	11	16	289	17	380	Vietnam
5		9	184	16	17	216																	17	216	Multi-country
09	40	9	26	611	31	151	4,034	6,787	190	1,876	42	1,377	21	341	16	154	36	1,160	19	3,061	236	560	15,316	711	19,350	TOTAL

TABLE 1–Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY,

(Arrivals Only)

Area and Country	U.S. GRANTEES														FOREIGN GRANTEES									
	Academic								International Visitors				U.S. totals cumulative		Academic								In	
	University students		Research scholars		Teachers		University lecturers		Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel	
	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1959–1969	1970	1949–1969	1970	1970	1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	19
AFRICA																								
Algeria			1			17	3	2			2		19	25	66								7	
Angola							1							1	23									
Botswana			1				1					2	2	4	3	1							5	
Burundi	1				1		2							4	17	2			1				16	
Cameroun					1						1			2	21	1							34	
Canary Is.																	1							
Can. African Rep.											1			1	5				3				28	
Chad					1									1	2				3				11	
Congo-Brazzaville							2							2	5				2				7	
Congo-Kinshasa							10	1					1	11	7	2			4				54	
Dahomey					5									5	1				6				21	
Equatorial Guinea															1									
Ethiopia							28				7			35	52	1					1	1	14	
Fr. Somaliland															1								1	
Gabon															1				1				13	
Gambia, The					1									1	8				1				8	
Ghana	2		2		5		15	4			14		4	42	98	6	4		15		1	1	38	
Guinea					2		3				2			7	1				1				13	
Ivory Coast							2				1			3	1				5				16	
Kenya	3		9		3			2					2	17	216	2		1	15		1	1	34	
Lesotho							5							5	5				2				2	
Liberia					8		24	4			2		4	38	17	5			21	10		1	7	
Libya					10		7				10			27	11									
Malagasy Rep.					1		1				3			5	1	1			5				3	
Malawi					2						3			5	15				14				5	
Mali					2			1			4		1	7	4				2				13	
Mauritania															1								2	
Mauritius															4				1		1			
Morocco					48		2	1			10		1	61	127	1			4				44	
Mozambique											4			4	29									
Niger															1				14				2	
Nigeria	66		4		10		4		22		10			116	118	12	9		10		6	1	119	
Portuguese Guinea															1									
Rwanda							4							4	3				5				1	
St. Helena					1									1										
Senegal							3				8			11	7				7				60	
Seychelles Is.					2									2										
Sierra Leone			1		3		4				2			10	40	3	5	1	7		3		23	
Somalia					2		1	1			2		1	6	88								6	
South Africa	7		1		3		18	1			6		1	36	141		11				3	1	6	
So. Rhodesia			1		1		4				3			9	78		6		14				3	
Southwest Africa															13									
Sudan							18				6			24	65		1		4		1		14	
Swaziland							1							1	9	2								
Tanzania			3		7		5	1			4		1	20	97	2			22				13	
Togo															5				3				19	
Tunisia					22		2				3			27	49	1	1		44				73	
Uganda	7		23		5		19	3			2		3	59	140	4	3		6		1		21	
Upper Volta												1	1	1	1				2				4	
Zambia			10		13		6	2			2		2	33	41	1	1		12				6	
Multi-country							3		13		94	4	4	114										
TOTAL	86		56		159	17	198	23	35		206	7	47	787	1,635	47	42	2	256	10	18	6	766	5

TABLE 1—Continued

BER OF EXCHANGES WITH EACH COUNTRY, 1949-1970

(Arrivals Only)

EES							FOREIGN GRANTEES																			
	International Visitors				U.S. totals cumulative		Academic								International Visitors						Foreign totals, cumulative		U.S. AND FOREIGN TOTALS		Area and Country
	Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders							
0	1959-1969	1970	1949-1969	1970	1970	1949-1970	1949-1969	1970	1949-1969	1970	1949-1969	1970	1949-1969	1970	1957-1969	1970	1949-1969	1970	1949-1969	1970	1970	1949-1970	1970	1949-1970	
																									AFRICA	
2			2		19	25	66								7		13		25	1	1	112	20	137	Algeria	
						1	23										5		2	1	1	31	1	32	Angola	
				2	2	4	3	1							5		9	7	7	1	9	33	11	37	Botswana	
						4	17	2			1				16			1	4	5	8	46	8	50	Burundi	
			1			2	21	1							34	7	8	3	32	1	12	107	12	109	Cameroun	
									1													1		1	Canary Is.	
			1			1	5				3				28	2	3	2	16		4	59	4	60	Cen. African Rep.	
						1	2				3				11		3	1	21	3	4	44	4	45	Chad	
						2	5				2				7		3		23			40		42	Congo-Brazzaville	
1					1	11	7	2			4				54	6	26	3	91	7	18	200	19	211	Congo-Kinshasa	
						5	1				6				21		3	1	39	8	9	79	9	84	Dahomey	
							1												2	2	2	5	2	5	Equatorial Guinea	
			7			35	52	1					1	1	14	2	32	4	55	9	17	171	17	206	Ethiopia	
							1								1							1		1	Fr. Somaliland	
							1				1				13		2		11	2	2	30	2	30	Gabon	
						1	8				1				8		4	1	9	3	4	34	4	35	Gambia, The	
4			14		4	42	95	6	4		15		1	1	38		59	3	96	14	24	332	28	374	Ghana	
			2			7					1				13		5		26	14	14	59	14	66	Guinea	
			1			3	1				5				16	5	25	1	41	7	13	101	13	104	Ivory Coast	
2					2	17	216	2		1	15		1	1	34	1	43	1	77	5	11	397	13	414	Kenya	
						5	5				2				2		3		15	1	1	28	1	33	Lesotho	
4			2		4	38	17	5			21	10		1	7		8	3	11	4	23	87	27	125	Liberia	
			10			27	11										13		35			59		86	Libya	
			3			5	1	1			5				3		17	3	55	7	11	92	11	97	Malagasy Rep.	
			3			5	15				14				5		6		13			53		58	Malawi	
1			4		1	7	4				2				13	1	6	1	40	4	6	71	7	78	Mali	
							1								2		1		6			10		10	Mauritania	
							4				1		1			1	1	2	12	9	12	31	12	31	Mauritius	
1			10		1	61	127	1			4				44	6	24		72	3	10	281	11	342	Morocco	
			4			4	29										1		7	2	2	39	2	43	Mozambique	
							1				14				2		3	1	36	4	5	61	5	61	Niger	
	22		10			116	118	12	9		10		6	1	119	6	88	8	130	21	48	528	48	644	Nigeria	
							1															1		1	Portuguese Guinea	
						4	3				8				1			1	5		1	15	1	19	Rwanda	
						1																		1	St. Helena	
			8			11	7				7				60	5	12	2	40	4	11	137	11	148	Senegal	
						2													2	1	1	3	1	5	Seychelles Is.	
			2			10	40	3	5	1	7		3		23	2	27	4	55	15	25	185	25	195	Sierra Leone	
1			2		1	6	88								6		3		62	2	2	161	3	167	Somalia	
1			6		1	36	141		11				3	1	6		44	2	99	11	14	318	15	354	South Africa	
			3			9	78		6		14				3		49		33			183		192	So Rhodesia	
							13									1	3				1	17	1	17	Southwest Africa	
			6			24	65		1		4		1		14		19		21	1	1	126	1	150	Sudan	
						1	9	2									5	1	9	11	14	37	14	38	Swaziland	
1			4		1	20	97	2			22				13		29	8	55	2	12	228	13	248	Tanzania	
							5				3				19	2	14	4	46	3	9	96	9	96	Togo	
			3			27	49	1	1		44				73		16		50	3	4	237	4	264	Tunisia	
3			2		3	59	140	4	3		6		1		21	3	39	7	49	4	18	277	21	336	Uganda	
				1	1	1	1				2				4		1	1	20	5	6	34	7	35	Upper Volta	
2			2		2	33	41	1	1		12				6		26	3	24	6	10	120	12	153	Zambia	
	13		94	4	4	114																	4	114	Multi-country	
23	35		206	7	47	787	1,635	47	42	2	256	10	18	6	766	50	701	79	1,579	206	400	5,397	447	6,184	TOTAL	

TABLE 1—Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-19

(Arrivals Only)

Area and Country	U.S. GRANTEES													FOREIGN GRANTEES											
	Academic								International Visitors				U.S. totals cumulative	Academic								International Visit			
	University students		Research scholars		Teachers		University lecturers		Educational travel		Short-term grantees			University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists	
	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1959–1969	1970	1949–1969	1970	1970 1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	1970	1949–1969	1970
WESTERN EUROPE																									
Austria	624	24	92		80	3	127	4			8		31 962	948	34	193	13	103	7	88	6	3		54	4
Belgium	294		72	2	63		52	4			3		6 490	454	11	146	7	132	5	28	1	3		16	2
Canada					5	9							9 14					9	9					1	1
Denmark	254	2	115		41		136	4			4		6 556	614	15	221	7	93		59	2			42	2
Finland	108	3	72	5	71	1	182	9			19		18 470	812	26	246	15	264	7	27		48	5	201	4
France	4,363	1	424		468		372	12			24	1	14 5,665	4,266	219	748	25	737	2	348	27	48		161	2
Germany	3,119	130	312	12	586	37	452	22			598		201 5,268	5,512	129	634	27	914	28	170	10	30		258	3
Gibraltar																		2							
Iceland	19		7		10		13	2	3		25		2 79	137	6	5		49	3			3		79	2
Ireland	25	2	17	2	4	1	55	5			3		10 114	124	18	23	4	313	41	5		4		31	4
Italy	1,734	27	430		580		343	12			20		39 3,146	1,497	51	767	45	400	14	141	9	3		79	3
Luxembourg			1		2		1				4			44		2		16						3	
Malta	1		3		4		5							13				15						4	
Netherlands	502		123	3	220		173	10			8		13 1,039	904	20	262	8	174	2	76	5	2		89	3
Norway	320		158	1	57		101	1			2		2 640	1,150	44	349	1	176		69		1		62	5
Portugal	29	1	20	1	1		20	1			1		3 74	88	7	30	2	28		3		14		13	1
Spain	252	8	78	1	235		150	11			10		20 745	410	23	62	2	76	4	64	1	86		38	4
Sweden	60	7	22	1	10	1	52	1			15		10 169	160	8	105	9	58	8	39		2		118	
Switzerland							10				1			11		1		1		1		2		9	
United Kingdom	2,373		397		1,982	64	408	1			19		65 5,244	2,843	1	1,445		2,003	65	657		6		87	2
Multi-country[1]			1		81		1				206	8	8 297												
TOTAL	14,077	205	2,344	28	4,500	116	2,653	99	3		970	9	457 25,004	19,983	612	5,239	165	5,563	195	1,775	61	255	5	1,345	42
EASTERN EUROPE																									
Bulgaria	1						1	1			5		1 8	2		4		10	2					6	
Czechoslovakia							1	2			3	2	4 8			1		4	1					25	
Hungary											1		1												
Poland	62	6	1		1		32	3	4		125	9	18 243	110	8	95	6	25		6		8		79	4
Romania	20	8	10	4			10	3			10		15 65	23		41	12			5	2			10	3
U.S.S.R.											63	1	1 64											1	
Yugoslavia	21	8	12				44	13			48	4	25 148	129	25	95	23	19	4	17	7	6		146	2
Multi-country											29	4	4 33												
TOTAL[2]	104	22	23	4	1		88	22	4		282	20	68 570	264	33	236	41	58	7	28	9	14		267	9

[1] Includes grants to both Western and Eastern Europe and Yugoslavia for the period 1949–1964.
[2] In addition, the following exchanges were arranged under State Department sponsorship, through the International Research and Exchange Board (IREX) with Bulgaria, Czechoslovakia,

"IREX" EXCHANGES WITH EASTERN EUROPE

Country	U.S. GRANTEES				FOREIGN GRANTEES					U.S. and Foreign Total	
	Students	Research scholars	Teachers	U.S. total	Students	Research scholars	Teachers	Leaders	Foreign total		
Bulgaria	1	1		2		4		1	5	7	
Czechoslovakia	2	1		3		18			18	21	
Hungary		2		2						2	
U.S.S.R.	20	15	20	55	1	36	17		54	109	
TOTAL	23	19	20	62	1	58	17	1	77	139	

TABLE 1—Continued

OF EXCHANGES WITH EACH COUNTRY, 1949-1970

(Arrivals Only)

ational Visitors			U.S. totals cumulative		FOREIGN GRANTEES																U.S. AND FOREIGN TOTALS		Area and Country
					Academic								International Visitors										
	Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders		Foreign totals, cumulative				
1970	1949–1969	1970	1970	1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	1970	1949–1969	1970	1949–1969	1970	1970	1949–1970	1970	1949–1970	
																							WESTERN EUROPE
	8		31	982	948	34	193	13	103	7	88	6	3		54	4	256	4	68	1,713	99	2,675	Austria
	3		6	490	454	11	146	7	132	5	28	1	3		16	2	189	8	34	1,002	40	1,492	Belgium
			9	14					9	9					1	1	86	7	17	113	26	127	Canada
	4		6	556	614	15	221	7	93		59	2			42	2	165	5	31	1,225	37	1,781	Denmark
	19		18	470	812	26	246	15	264	7	27		48	5	201	4	453	9	66	2,117	84	2,587	Finland
	24	1	14	5,665	4,266	219	748	25	737	2	348	27	48		161	2	622	26	301	7,231	315	12,896	France
	598		201	5,268	5,512	129	634	27	914	28	170	10	30		258	3	5,532	43	240	13,290	441	18,558	Germany
									2											2		2	Gibraltar
	25		2	79	137	6	5		49	3			3		79	2	135	2	13	421	15	500	Iceland
	3		10	114	124	18	23	4	313	41	5		4		31	4	22	1	68	590	78	704	Ireland
	20		39	3,146	1,497	51	767	45	400	14	141	9	3		79	3	551	32	154	3,592	193	6,738	Italy
	4			8	44		2		16						3		24			89		97	Luxembourg
				13	9				15						4		12	1	1	41	1	54	Malta
	8		13	1,039	904	20	262	8	174	2	76	5	2		89	3	156	11	49	1,712	62	2,751	Netherlands
	2		2	640	1,150	44	349	1	176		69		1		62	6	164	13	63	2,034	65	2,674	Norway
	1		3	74	88	7	30	2	28		3		14		13	1	111	5	15	302	18	376	Portugal
	10		20	745	410	23	62	2	76	4	64	1	86		38	4	155	37	71	962	91	1,707	Spain
	15		10	169	160	8	105	9	58	8	39		2		118		130	4	29	641	39	810	Sweden
	1			11	11		1		1		1		2		9		59			84		95	Switzerland
	19		65	5,244	2,843	1	1,445		2,003	65	657		6		87	2	498	14	82	7,621	147	12,865	United Kingdom
	206	8	8	297																	8	297	Multi-country [1]
3	970	9	457	25,004	19,983	612	5,239	165	5,563	195	1,775	61	255	5	1,345	42	9,320	222	1,302	44,782	1,759	69,786	TOTAL
																							EASTERN EUROPE
	5		1	8	2		4		10	2					6		11		2	35	3	43	Bulgaria
	3	2	4	8			1		4	1					25		10	1	2	42	6	50	Czechoslovakia
	1			1													3	1	1	4	1	5	Hungary
4	125	9	18	243	110	8	95	6	25		6		8		79	4	57	5	23	403	41	646	Poland
	10		15	65	23		41	12			5	2			10	3	28	5	22	129	37	194	Romania
	63	1	1	64											1		5			6	1	70	U.S.S.R.
	46	4	25	148	129	25	95	23	19	4	17	7	6		146	2	195	5	66	673	91	821	Yugoslavia
	29	4	4	33																	4	33	Multi-country
4	282	20	68	570	264	33	236	41	58	7	28	9	14		267	9	309	17	116	1,292	184	1,862	TOTAL [2]

or the period 1949–1964.
rtment sponsorship, through the International Research and Exchange Board (IREX) with Bulgaria, Czechoslovakia, Hungary, and the U.S.S.R.:

"IREX" EXCHANGES WITH EASTERN EUROPE

U.S. GRANTEES				FOREIGN GRANTEES					U.S. and Foreign Total	Country
	Research scholars	Teachers	U.S. total	Students	Research scholars	Teachers	Leaders	Foreign total		
	1		2		4		1	5	7	Bulgaria
	1		3		18			18	21	Czechoslovakia
	2		2						2	Hungary
	15	20	55	1	36	17		54	109	U.S.S.R.
	19	20	62	1	58	17	1	77	139	TOTAL

TABLE 1—Continued

NUMBER OF EXCHANGES WITH EACH COUNTRY, 1949-1970

(Arrivals Only)

Area and Country	U.S. GRANTEES														FOREIGN GRANTEES													
	Academic								International Visitors				U.S. totals, cumulative		Academic								International Visitors					
	University students		Research scholars		Teachers		University lecturers		Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders	
	1949-1969	1970	1949-1969	1970	1949-1969	1970	1949-1969	1970	1959-1969	1970	1949-1969	1970	1970	1949-1970	1949-1969	1970	1949-1969	1970	1949-1969	1970	1949-1969	1970	1957-1969	1970	1949-1969	1970	1949-1969	1970
LATIN AMERICA																												
Argentina	82	5	9		14		93	11	7		18	2	18	241	397	29	44		152	6	23	2	215	10	111	3	385	17
Barbados					2									2	2				6	2			1		10		4	3
Bolivia	26		1		8		14				5			54	141	8	20		210	4	2	2	439	17	19	2	179	7
Brazil	134	5	20		76		144	5	15		79		10	478	656	28	119	3	310	9	33	2	868	107	160	3	561	41
Chile	116	3	10		16		99	8	6		24		11	282	425	28	49	5	222	11	23	3	67		30		237	12
Colombia	78	4	4		171		152	12			24		16	445	361	16	26	5	239	23	17	2	358	3	54	7	181	10
Costa Rica	32	1			3		19	2			4		3	61	86		8		101	9	1	2	339	1	47	2	70	2
Cuba	8				6		13				6			33	57		2		46		1		5		7		40	
Dominican Rep.	11										14			25	69	6	3		55	6	1	1	129		26		113	1
Ecuador	47	2	1		10		70	8			27	3	13	168	163	9	12		223	19	4		377	10	38		163	10
El Salvador	2				2		16	1			6		1	27	40		2		93	5			363	5	23	2	74	13
Guatemala	71				1		24	1			10		1	107	99		3		299	6	4	2	556	14	110	1	178	9
Guiana (Fr.) & Surinam											1			1	2				1				1		3	1	7	1
Guyana					6		3	1			2		1	12	48	1			14				4		38	3	38	4
Haiti	18				2		12				6			38	71		1		62	3	1		21		19		25	4
Honduras	8				7		17	1			7		1	40	58		3		123	4			153		17		70	1
Honduras (Br.)									1		2			3	8				17	6			2		15	3	21	1
Jamaica	9		14		7		12	1			11		1	54	4		6		19	1	1		18		42	4	33	12
Mexico	94		1		5		189	11			80		11	380	334	7	45	1	565	29	16	2	1,063	12	85	7	153	3
Nicaragua	14				8		13	1			1		1	37	90	4	3		60	9	2	1	94	1	19		55	2
Panama	8						14				15	1	1	38	102		4		110	11	2	1	120	1	23	1	55	2
Paraguay	6		3		6		19	1			4		1	39	103		11		95	6	1	1	57		25		93	4
Peru	100	2	25		20		138	8	11		9	1	11	314	230	15	94	2	219	18	9	2	365	4	24	4	151	12
Trinidad & Tobago	3		1		1		18	2			1		2	26	31		2	1	5				15	1	23	4	28	8
Uruguay	27		6		6		68	9			15		9	131	124	5	38	4	146	8	3	1	338	1	46		111	9
Venezuela	80	1			1		22		9		47	3	4	163	74	5	8		184		3		402	9	49	22	261	33
West Indies: (Br.)	2		5		25						8			40	25		4		24		2		16		29		19	
French Antilles					3									3					6	3			32		2		21	4
Neth. Antilles											2			2					2	3					5	1		1
Multi-country							8		13	1	238	2	3	262														
TOTAL	976	23	100		406		1,177	83	62	1	666	12	119	3,506	3,748	161	507	21	3,608	203	149	24	6,414	196	1,099	70	3,326	223
Multi-Area TOTAL					1		5				483	8	8	497														
GRAND TOTAL*	16,856	282	3,623	55	6,434	152	6,876	304	146	34	3,714	105	932	38,581	38,336	1,206	8,820	318	12,136	480	2,541	125	7,720	301	5,760	279	19,418	997

* Due to the necessary time-lag in selection and placement of grantees, especially academic grantees, the effects of the sharply reduced appropriations for the fiscal years 1968–19
1970 figures. The increase in appropriations made by Congress for 1970 will be reflected in fiscal 1971 figures.

TABLE 1—Continued

IBER OF EXCHANGES WITH EACH COUNTRY, 1949-1970

(Arrivals Only)

ITEES							FOREIGN GRANTEES																	
	International Visitors				U.S. totals, cumulative		Academic								International Visitors						Foreign totals, cumulative		U.S. AND FOREIGN TOTALS		Area and Country
	Educational travel		Short-term grantees				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders						
970	1959–1969	1970	1949–1969	1970	1970	1949–1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1949–1969	1970	1957–1969	1970	1949–1969	1970	1949–1969	1970	1970	1949–1970	1970	1949–1970	
																									LATIN AMERICA
11	7		18	2	18	241	397	29	44		152	6	23	2	215	10	111	3	385	17	67	1,394	85	1,635	Argentina
						2	2				6	2			1		10		4	3	5	28	5	30	Barbados
			5			54	141	8	20		210	4	2	2	439	17	19	2	179	7	40	1,050	40	1,104	Bolivia
5	15		79		10	478	656	28	119	3	310	9	33	2	868	107	160	3	561	41	193	2,900	203	3,378	Brazil
8	6		24		11	282	425	28	49	5	222	11	23	3	67		30		237	12	59	1,112	70	1,394	Chile
12			24		16	445	361	16	26	5	239	23	17	2	358	3	54	7	181	10	66	1,302	82	1,747	Colombia
2			4		3	61	66		8		101	9	1	2	335	1	47	2	70	2	16	644	19	705	Costa Rica
			6			33	57		2		46		1		5		7		40			158		191	Cuba
			14			25	69	6	3		55	6	1	1	129		26		113	1	14	410	14	435	Dominican Rep.
8			27	3	13	168	163	9	12		223	19	4		377	10	38		163	10	48	1,028	61	1,196	Ecuador
1			6		1	27	40		2		93	5			363	5	23	2	74	13	25	620	26	647	El Salvador
1			10		1	107	69		3		299	6	4	2	556	14	110	1	178	9	32	1,251	33	1,358	Guatemala
																									Guiana (Fr.) & Surinam
			1			1	2				1				1		3	1	7	1	2	16	2	17	
1			2		1	12	48	1			14				4		38	3	38	4	8	150	9	162	Guyana
			6			38	71		1		62	3	1		21		19		25	4	7	207	7	245	Haiti
1			7		1	40	58		3		123	4			153		17		70	1	5	429	6	469	Honduras
	1		2			3	6				17	8			2		15	3	21	1	12	73	12	76	Honduras (Br.)
1			11		1	54	4		6		19	1	1		18		42	4	33	12	17	140	18	194	Jamaica
11			80		11	380	334	7	45	1	565	29	16	2	1,063	12	85	7	153	3	61	2,322	72	2,702	Mexico
1			1		1	37	90	4	3		60	9	2	1	94	1	19		55	2	17	340	18	377	Nicaragua
			15	1	1	38	102		4		110	11	2	1	120	1	23	1	55	2	16	432	17	470	Panama
1			4		1	39	103		11		95	6	1	1	57		25		93	4	11	396	12	435	Paraguay
8	11		9	1	11	314	230	15	94	2	219	18	9	2	365	4	24	4	151	12	57	1,149	68	1,463	Peru
2			1		2	26	31		2	1	5				15	1	23	4	28	5	11	115	13	141	Trinidad & Tobago
9			15		9	131	124	5	38	4	146	8	3	1	338	1	46		111	9	28	834	37	965	Uruguay
	9		47	3	4	163	74	5	8		184		3		402	9	49	22	261	33	69	1,050	73	1,213	Venezuela
			8			40	25		4		24		2		16		29		19			119		159	West Indies: (Br.)
						3					6	3			32		2		21	4	7	68	7	71	French Antilles
			2			2					2	3					5	1		1	5	12	5	14	Neth. Antilles
	13	1	238	2	3	262																	3	262	Multi-country
83	62	1	666	12	119	3,506	3,748	161	507	21	3,608	203	149	24	6,414	196	1,099	70	3,326	223	898	19,749	1,017	23,255	TOTAL
			483	8	8	497																	8	497	Multi-Area TOTAL
304	146	34	3,714	105	932	38,581	38,336	1,206	8,820	318	12,136	480	2,541	125	7,720	301	5,760	279	19,418	997	3,706	98,437	4,638	137,018	GRAND TOTAL*

5.5.71

on and placement of grantees, especially academic grantees, the effects of the sharply reduced appropriations for the fiscal years 1968–1969 show up in these fiscal ons made by Congress for 1970 will be reflected in fiscal 1971 figures.

TABLE 2

FIELDS OF SPECIALIZATION BY CATEGORY OF GRANTEE, July

(Arrivals Only)

Fields of Specialization	U.S. GRANTEES							FOREIGN GRANTEES					
	Academic				International Visitors		U.S. totals	Academic				International	
	University students	Research scholars	Teachers	University lecturers	Educational travel	Short-term grantees		University students	Research scholars	Teachers	University lecturers	Educational travel	Spec
HUMANITIES													
FINE ARTS:													
Archaeology	1	3					4		1		1		
Architecture	6			2			8	21	4		2		
Painting, Sculpture	8						8						
History of Art, Architecture	6						6	3	1				
Music	32			3		2	37	1					
History of Music	7						7	9					
Theatre Arts & History of	4					4	8	10	4		1		
Other	5	1					6	8		9			
Fine Arts, Total	69	4		5		6	84	52	10	9	4		
LANGUAGE AND LITERATURE:													
African											2		
Classical	2	1				1	4	2	1		1		
East Asian		3					3				3		
East European, Slavic	1						1				3		
West European	50	1	20	5			76	7		39	23		
Near East and South Asian											4		
Romance	9			2			11			21	2		
U.S. and English	3		27	56		7	93	84	6	14	2		
Other	24					1	25	18	4		1		
Language & Literature, Total	89	5	47	63		9	213	111	11	74	41		
Library Science								4	1				
Linguistics, Philology	3	2		10		4	19	20	5		3		
Museum Service													
Philosophy	7			2			9	6	4		4		
Religion	6	1		2			9	11					
Humanities, Other	3			1			4	1	2				
HUMANITIES, TOTAL	177	12	47	83		19	338	205	33	83	52		
SOCIAL SCIENCES:													
Anthropology	1			4			5	1	1		2		
Area Studies				2	6		8	26					
Business Administration				6	1		7	101	2			1	
Communications	3		1	2		6	12	14	1			3	
Economics	5	1		19		5	30	81	13		3	41	
Geography	1		5	3			9	8		4	2		
HISTORY:													
African											1		
East Asian		2		1			3				1		
European	2	2					4		6		2		
Latin American	2						2		1				
Near East and South Asian		3					3		2		2		
U.S. History and Civilization	1		3	26			30	6	4	2		18	
World						1	1			6			
Other	38	1					39	7					
History, Total	43	8	3	27		1	82	13	13	8	6	18	
Industry								1					
Labor, Industrial Relations		1				5	6						
Law	6			11		6	23	69	13		6	15	
Political Science	13	4		16		20	53	50	7		2	28	
Psychology		1	1	10		2	14	31	3	1	2		
Public Administration	1			1			2	8	1			1	
Social Science			1				1			36			

TABLE 2

F SPECIALIZATION BY CATEGORY OF GRANTEE, July 1, 1969-June 30, 1970

(Arrivals Only)

U.S. GRANTEES						FOREIGN GRANTEES								U.S. AND FOREIGN TOTALS	Fields of Specialization
Academic			International Visitors		U.S. totals	Academic				International Visitors			Foreign totals		
Research scholars	Teachers	University lecturers	Educational travel	Short-term grantees		University students	Research scholars	Teachers	University lecturers	Educational travel	Specialists	Leaders			
															HUMANITIES
															FINE ARTS:
									1				2	6	Archaeology
3					4		1		1				2	6	
		2			8	21	4		2		2	3	32	40	Architecture
					8						5	18	23	31	Painting, Sculpture
					6	3	1					2	6	12	History of Art, Architecture
		3		2	37	1					1	6	8	45	Music
					7	9							9	16	History of Music
				4	8	10	4		1		2	19	36	44	Theatre Arts & History of
1					6	8		9				3	20	26	Other
4		5		6	84	52	10	9	4		10	51	136	220	Fine Arts, Total
															LANGUAGE AND LITERATURE:
									2				2	2	African
				1	4	2	1		1				4	8	Classical
1					3				3				3	6	East Asian
3					1				3				3	4	East European, Slavic
1	20	5			76	7		39	23		1	2	72	148	West European
									4				4	4	Near East and South Asian
		2			11			21	2				23	34	Romance
	27	56		7	93	84	6	14	2		1		107	200	U.S. and English
				1	25	18	4		1		5	4	32	57	Other
5	47	63		9	213	111	11	74	41		7	6	250	463	Language & Literature, Total
						4	1				6	2	13	13	Library Science
2		10		4	19	20	5		3			1	29	48	Linguistics, Philology
												2	2	2	Museum Service
		2			9	6	4		4			3	17	26	Philosophy
1		2			9	1						2	13	22	Religion
		1			4	1	2						3	7	Humanities, Other
12	47	83		19	338	205	33	83	52		23	67	463	801	HUMANITIES, TOTAL
															SOCIAL SCIENCES:
		4			5	1	1		2				4	9	Anthropology
		2	6		8	26				1	7	16	26	34	Area Studies
		6	1		7	101	2			3	44	171	127	134	Business Administration
	1	2		6	12	14	1		3	41	3	51	233	245	Communications
1		19		5	30	81	13		2			1	192	222	Economics
	5	3			9	8		4					15	24	Geography
									1				1	1	**HISTORY:** African
									1			1	2	5	East Asian
2		1			3				2				8	12	European
2					4		6						1	3	Latin American
					2		1						4	7	Near East and South Asian
3					3		2		2				57	87	U.S. History and Civilization
	3	26			30	6	4	2		18	20	7	7	8	World
				1	1			6			1		7	46	Other
1					39	7									
8	3	27		1	82	13	13	8	6	18	21	8	87	169	History, Total
						1					5	8	14	14	Industry
1				5	6						5	109	114	120	Labor, Industrial Relations
				6	23	69	13		6	15		63	166	189	Law
		11		20	53	50	7		2	28	16	259	362	415	Political Science
4		16		2	14	31	3	1	2				37	51	Psychology
1	1	10			2	8	1			1	2	14	26	28	Public Administration
		1			1			36				5	41	42	Social Science
	1														

TABLE 2–Continued

FIELDS OF SPECIALIZATION BY CATEGORY OF GRANTEE, July 1

(Arrivals Only)

Fields of Specialization	U.S. GRANTEES							FOREIGN GRANTEES					
	Academic				International Visitors		U.S. totals	Academic				International	
	University students	Research scholars	Teachers	University lecturers	Educational travel	Short-term grantees		University students	Research scholars	Teachers	University lecturers	Educational travel	Specia
Social Work and Welfare	1	1		6			8	5	11		1		
Sociology	1	1	1	9		2	14	31	2		5		
Urban Housing & Planning	2	1		1		3	7	10					
Women's Org. & Activities					25		25						
Youth Organizations & Activities					1	2	3					75	
Other	3				1		4	4					
SOCIAL SCIENCES, TOTAL	80	18	12	117	34	52	313	453	67	49	29	182	
AGRICULTURE, FOOD SCIENCES:													
Agriculture		1		1			2	5	1				
Food Technology		1					1	1	1				
Home Economics, Dietetics			2				2	6		2			
Other	1	1		3			5	28	4			2	
AGRI., FOOD SCIENCES, TOTAL	1	3	2	4			10	40	6	2		2	
MEDICAL SCIENCES	3	1		5			9	39	49		4	8	
NATURAL & PHY. SCIENCES:													
Chemistry	2	2	4	15		1	24	25	33	7	1		
Computer Sciences			1	6			7		4	1			
Earth Sciences		2		2			4	5	3				
Life Sciences	4	9	1	11		2	27	29	57	5			
Gen. Science, History of Science										1			
Mathematics, Statistics	2		3	14			19	73	14	18	10		
Physics	1	3	2	13		1	20	50	22	4	1		
Space Sciences	1	1		2		2	6	1					
Other				1			1	4					
NAT., PHYS. SCIENCES, TOTAL	10	17	11	64		6	108	187	133	36	12		
ENGINEERING, TRANSPORTATION													
Engineering		2	1	8			11	179	15	1	4	3	
Transportation								12					
ENGINEERING, TRANSP. TOTAL		2	1	8			11	191	15	1	4	3	
EDUCATION:													
Administration & Supervision								3	10	43		1	
Art & Music Education			4				4			4			
English As A Foreign Language	1		37	11		9	58	25	1	80			
Elementary and Pre-School			25				25	3		55			
General		1		8		8	17	1	1	3	24	6	
Physical			3	1			4	1		4			
Remedial			1				1			1			
Science Education			2	1			3			22			
Secondary								1		55			
Teacher Training & Methodology				1			1	6	2	41			
Vocational			7				7						
Other	10	1		1		2	14	47	1	1			
EDUCATION, TOTAL	11	2	79	23		19	134	87	15	309	24	7	
MISCELLANEOUS:													
LIBERAL ARTS								3					
SPORTS						9	9						
OBSERVATION OF U.S.												99	
OTHER								1					
TOTAL						9	9	4				99	
GRAND TOTAL	282	55	152	304	34	105	932	1,206	318	480	125	301	

TABLE 2–Continued

ALIZATION BY CATEGORY OF GRANTEE, July 1, 1969-June 30, 1970

(Arrivals Only)

GRANTEES					FOREIGN GRANTEES									
	International Visitors		U.S. totals	Academic				International Visitors			Foreign totals	U.S. AND FOREIGN TOTALS	Fields of Specialization
University lecturers	Educational travel	Short-term grantees		University students	Research scholars	Teachers	University lecturers	Educational travel	Specialists	Leaders			
6			8	5	11		1		87	3	107	115	Social Work and Welfare
9		2	14	31	2		5			3	41	55	Sociology
1		3	7	10					1	44	55	62	Urban Housing & Planning
	25		25						1	1	2	27	Women's Org. & Activities
	1	2	3					75	2	5	82	85	Youth Organizations & Activities
	1		4	4							4	8	Other
117	34	52	313	453	67	49	29	182	194	761	1,735	2,048	SOCIAL SCIENCES, TOTAL
													AGRICULTURE, FOOD SCIENCES:
1			2	5	1					22	28	30	Agriculture
			1	1	1						2	3	Food Technology
			2	6		2			1		9	11	Home Economics, Dietetics
3			5	28	4			2	4	5	43	48	Other
4			10	40	6	2		2	5	27	82	92	AGRI., FOOD SCIENCES, TOTAL
5			9	39	49		4	8	2	16	118	127	**MEDICAL SCIENCES**
													NATURAL & PHYS. SCIENCES:
15		1	24	25	33	7	1			1	67	91	Chemistry
6			7		4	1				1	6	13	Computer Sciences
2			4	5	3					1	9	13	Earth Sciences
11		2	27	29	57	5			3	1	95	122	Life Sciences
						1				2	3	3	Gen. Science, History of Science
14			19	73	14	18	10		2		117	136	Mathematics, Statistics
13		1	20	50	22	4	1			7	84	104	Physics
2		2	6	1							1	7	Space Sciences
1			1	4							4	5	Other
64		6	108	187	133	36	12		5	13	386	494	NAT., PHYS. SCIENCES, TOTAL
													ENGINEERING, TRANSPORTATION
8			11	179	15	1	4	3	2	3	207	218	Engineering
				12						4	16	16	Transportation
8			11	191	15	1	4	3	2	7	223	234	ENGINEERING, TRANSP. TOTAL
													EDUCATION:
				3	10	43		1	15	12	84	84	Administration & Supervision
			4			4				2	6	10	Art & Music Education
11		9	58	25	1	80			1	1	108	166	English As A Foreign Language
			25	3		55			1		59	84	Elementary and Pre-School
8		8	17	1	1	3	24	6	27	65	127	144	General
1			4	1		4			1	1	7	11	Physical
			1			1				4	5	6	Remedial
1			3			22				5	27	30	Science Education
				1		55					56	56	Secondary
1			1	6	2	41			1	4	54	55	Teacher Training & Methodology
			7							2	2	9	Vocational
1		2	14	47	1	1			1	9	59	73	Other
23		19	134	87	15	309	24	7	47	105	594	728	EDUCATION, TOTAL
													MISCELLANEOUS:
				3							3	3	LIBERAL ARTS
		9	9						1	1	2	11	SPORTS
								99			99	99	OBSERVATION OF U.S.
				1							1	1	OTHER
		9	9	4				99	1	1	105	114	TOTAL
304	34	105	932	1,206	318	480	125	301	279	997	3,706	4,638	**GRAND TOTAL**

TABLE 3

DISTRIBUTION OF GRANTEES IN THE UNITED STATES 1952-1967; 196

Arrivals Only (Except for 1970)

State or Territory	Arrivals						Arrivals, extensions & renewals				Total arrivals	
	1952–1967		1968		1969		1970				1952–1970	
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.		To U.S.		From U.S.	To U.S.
							Arriv.	Ext. & renew.	Arriv.	Ext. & renew.		
Alabama	190	143	11	7	10	8	3		10	10	214	168
Alaska	19	6	2	1		3			1	3	21	11
Arizona	177	294	13	23	23	19	13	1	13	10	226	349
Arkansas	121	133	4	8	9	4	2		4	5	136	149
California	3,643	5,079	254	405	213	453	142	16	343	356	4,252	6,280
Colorado	417	995	27	66	23	41	14	2	29	54	481	1,131
Connecticut	856	1,298	42	44	51	60	10	4	35	57	959	1,437
Delaware	114	104	6	4	5	1	1		3	3	126	112
Florida	434	492	26	39	15	32	12		32	22	487	595
Georgia	278	399	20	30	12	25	9		22	28	319	476
Hawaii	137	51	11	11	9	4	9		3	5	166	69
Idaho	101	46	7	89	7	2	3		2	3	118	139
Illinois	1,640	3,615	94	199	98	234	68	9	129	225	1,900	4,177
Indiana	727	1,729	48	127	33	132	22	2	92	95	830	2,080
Iowa	462	739	29	34	25	59	12	1	35	48	528	867
Kansas	451	1,150	31	59	32	49	13		26	50	527	1,284
Kentucky	250	170	12	4	11	5	10		3	12	283	182
Louisiana	264	345	12	19	15	18	4		14	30	295	396
Maine	181	180	4	11	5	7	7		4	1	197	202
Maryland	602	670	32	28	46	30	12	4	26	47	692	754
Massachusetts	1,654	4,422	80	260	78	219	38	4	174	243	1,850	5,075
Michigan	1,308	2,849	68	137	57	120	37	3	73	129	1,470	3,179
Minnesota	833	1,287	30	70	38	62	21	5	46	64	922	1,465
Mississippi	135	46	9	3	5	4	1		4	5	150	57
Missouri	519	650	34	34	38	31	11		26	40	602	741
Montana	130	86	5	6	2	5	2		3	4	139	100
Nebraska	220	183	8	26	7	5	6		3	11	241	217
Nevada	52	11	3		4	2	3	1		1	62	13
New Hampshire	163	154	9	10	11	8	11		14	12	194	186
New Jersey	1,191	1,346	76	92	47	67	44	3	63	64	1,358	1,568
New Mexico	166	139	9	11	15	7	12		6	11	202	163
New York	4,754	6,840	232	421	214	378	107	20	231	353	5,367	7,870
North Carolina	517	725	19	28	28	35	8	1	35	56	572	823
North Dakota	97	47	7	6	6	5	6		4	1	116	62
Ohio	1,187	2,181	56	133	47	127	34		60	100	1,324	2,501
Oklahoma	269	325	9	8	11	10	8	1	5	14	297	348
Oregon	460	702	37	43	25	46	11	1	19	33	533	815
Pennsylvania	1,626	2,880	106	196	96	197	52	9	125	188	1,880	3,398
Rhode Island	211	343	14	16	13	17	3	1	10	28	241	386
South Carolina	167	144	10	7	12	3	2		6	4	191	160
South Dakota	121	58	9	2	3	4	2	1	3	1	135	67
Tennessee	323	459	11	11	14	16	7	1	13	16	355	499
Texas	801	1,600	59	111	51	109	33	2	88	82	944	1,908
Utah	191	253	13	22	9	8	12	1	10	13	225	293
Vermont	124	159	9	10	5	7	2		2	8	140	178
Virginia	507	407	25	30	30	18	19	1	22	22	581	477
Washington	620	1,161	32	59	30	54	14		32	55	696	1,306
West Virginia	128	88	8	3	6	2	3		8	3	145	101
Wisconsin	727	1,637	46	155	43	95	29	2	52	88	845	1,939
Wyoming	75	45	2	4	2	1	1		1	3	80	51
District of Columbia	527	932	36	108	17	81	24		43	52	604	1,164
Guam	3										3	
Puerto Rico	90	1,212	5	96	2							
Virgin Islands	5				1							
Multi-state		26,889		1,712								
Outside U.S.	48	2	3		4							
TOTAL	31,013	77,900	1,764	5,043	1,613							

TABLE

COUNTRIES WITH
AGREEM

(Dollar Equi

Country	Cost-sha agreement
Australia	Au
Austria	
Belgium/Luxembourg	
China	
Cyprus	Sept
Denmark	Febr
France	
Germany	Nove
Iceland	Febr
Israel	M
Italy	
Netherlands	
New Zealand	Fe
Norway	M
Portugal	
Spain	
Sweden	
United Kingdom	
Yugoslavia	
TOTAL	

* In addition, Ireland provided $89,608 in Irish coun

TABLE 3

GRANTEES IN THE UNITED STATES 1952-1967; 1968, 1969 and 1970

Arrivals Only (Except for 1970)

	Arrivals, extensions & renewals	Total arrivals													
	1969	1970					1952–1970								
		From U.S.		To U.S.			From U.S.		To U.S.						
	To U.S.	Arriv.	Ext. & renew.	Arriv.	Ext. & renew.										
	8	3		10	10		214	168							
	3			1	3		21	11							
	19	13	1	13	10		226	349							
	4	2		4	5		136	149							
	453	142	16	343	356		4,252	6,280							
	41	14	2	29	54		481	1,131							
	60	10	4	35	57		959	1,437							
	1	1		3	3		126	112							
	32	12		32	22		487	595							
	25	9		22	28		319	476							
	4	9		3	5		166	69							
	2	3		2	3		118	139							
	234	68	9	129	225		1,900	4,177							
	132	22	2	92	95		830	2,080							
	59	12	1	35	48		528	867							
	49	13		26	50		527	1,284							
	5	10		3	12		283	182							
	18	4		14	30		295	396							
	7	7		4	1		197	202							
	30	12	4	26	47		692	754							
	219	38	4	174	243		1,850	5,075							
	120	37	3	73	129		1,470	3,179							
	62	21	5	46	64		922	1,465							
	4	1		4	5		150	57							
	31	11		26	40		602	741							
	5	2		3	4		139	100							
	5	6		3	11		241	217							
	2	3	1		1		62	13							
	8	11		14	12		194	186							
	67	44	3	63	64		1,358	1,568							
	7	12		6	11		202	163							
	378	107	20	231	353		5,307	7,870							
	35	8	1	35	56		572	823							
	5	6		4	1		116	62							
	127	34		60	100		1,324	2,501							
	10	8	1	5	14		297	348							
	46	11	1	19	33		533	815							
	197	52	9	125	188		1,880	3,398							
	17	3	1	10	28		241	386							
	3	2		6	4		191	160							
	4	2	1	3	1		135	67							
	16	7	1	13	16		355	499							
	109	33	2	88	82		944	1,908							
	8	12	1	10	13		225	293							
	7	2		2	8		140	178							
	18	19	1	22	22		581	477							
	54	14		32	55		696	1,306							
	2	3		8	3		145	101							
	95	29	2	52	88		845	1,939							
	1	1		1	3		80	51							
	81	24		43	52		604	1,164							
							3								

State or Territory	Arrivals						Arrivals, extensions & renewals				Total arrivals	
	1952–1967		1968		1969		1970				1952–1970	
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.		To U.S.		From U.S.	To U.S.
							Arriv.	Ext. & renew.	Arriv.	Ext. & renew.		
Puerto Rico	90	1,212	5	96	2	58	2		32	2	99	1,398
Virgin Islands	5				1						6	
Multi-state		26,889		1,712		1,914			1,632	7		32,147
Outside U.S.	48	2	3		4	36	1		35		56	73
TOTAL	31,013	77,900	1,764	5,043	1,613	4,937	932	96	3,706	2,777	35,322	91,586
											126,908	

TABLE 4

COUNTRIES WITH COST-SHARING AGREEMENTS*

(Dollar Equivalent)

Country	Cost-sharing agreement signed	Contribution FY 1970
Australia	August 28, 1964	$202,000
Austria	June 25, 1963	150,000
Belgium/Luxembourg		66,000
China	April 23, 1964	15,300
Cyprus	September 7, 1968	2,400
Denmark	February 25, 1965	20,000
France	May 7, 1965	224,820
Germany	November 20, 1962	738,030
Iceland	February 13, 1964	1,137
Israel	March 23, 1967	4,286
Italy		240,000
Netherlands		60,000
New Zealand	February 3, 1970	56,421
Norway	March 16, 1964	28,000
Portugal		5,240
Spain		75,000
Sweden	June 28, 1963	10,638
United Kingdom	May 10, 1965	40,000
Yugoslavia		30,000
TOTAL		1,969,272

* In addition, Ireland provided $89,608 in Irish counterpart funds under a special exchange agreement.

TABLE 5

TOTAL PARTICIPANTS IN THE PROGRAM, 1970

(Arrivals Plus Grant Extensions and Renewals)

Area	U.S. GRANTEES			FOREIGN GRANTEES			U.S. and foreign total participants
	Arrivals	Extensions and renewals	Total U.S. participants	Arrivals	Extensions and renewals	Total foreign participants	
Latin America and Caribbean	119	10	129	898	321	1,219	1,348
Western Europe	457	43	500	1,302	880	2,182	2,682
Eastern Europe	68	4	72	116	38	154	226
Africa	47	13	60	400	155	555	615
Near East-South Asia	82	8	90	430	792	1,222	1,312
East Asia and Pacific	151	18	169	560	591	1,151	1,320
Multi-area	8		8				8
TOTAL 1970	932	96	1,028	3,706	2,777	6,483	7,511
TOTAL 1969	1,613	135	1,748	4,937	3,284	8,221	9,969
Percent change FY 1970 over FY 1969	–42%	–28%	–41%	–26%	–16%	–21%	–25%

TABLE 6

WOMEN GRANTEES AS COMPARED TO TOTAL EXCHANGES, JULY 1, 1969-JUNE 30, 1970

(Arrivals Only)

Area	Students & ed. travel		Lecturers & res. scholars		Teachers		Leaders & professionals		Total	
	Women	All	Women	All	Women	All	Women	All	Women	All
U.S. GRANTEES										
Latin America and Caribbean	16	24	4	83				12	20	119
Western Europe	77	205	7	127	42	116	1	9	127	457
Eastern Europe	8	22	2	26			5	20	15	68
Africa				23	7	17	4	7	11	47
Near East-South Asia	7	16	2	43		5		18	9	82
East Asia and Pacific	14	49	2	57	3	14	1	31	20	151
Multi-area							2	8	2	8
TOTAL, U.S.	122	316	17	359	52	152	13	105	204	932
FOREIGN GRANTEES										
Latin America and Caribbean	65	357	7	45	97	203	67	293	236	898
Western Europe	139	617	23	226	91	195	35	264	288	1,302
Eastern Europe	10	33	5	50	5	7	6	26	26	116
Africa	6	97		8	2	10	21	285	29	400
Near East-South Asia	39	177	8	56	12	44	20	153	79	430
East Asia and Pacific	45	226	3	58	3	21	15	255	66	560
TOTAL, FOREIGN	304	1,507	46	443	210	480	164	1,276	724	3,706
GRAND TOTAL	426	1,823	63	802	262	632	177	1,381	928	4,638

TABLE 7

SOURCES OF FUNDS
FISCAL YEARS 19

(Dollars)

SOURCE OF FUNDS	
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT APPROPRIATION	
OTHER FUNDS AVAILABLE	
International Educational Exchange Activities (Special Foreign Currency Program Appropriations)	
Reserve Funds on Hand, Binational Educational Foundations and Commissions	
Educational Exchange Funds, Payment by Finland, World War I Debt	
Foreign Government Contributions to Cost-sharing Agreements	
Irish Counterpart Funds	
TOTAL OTHER FUNDS	
GRAND TOTAL	

TABLE 8

TOTAL FUNDS OBLIGATI
1966-70

(Dollars)

PROGRAM ACTIVITY	1966	1967	
EXCHANGE OF PERSONS:			
Exchanges with 127 countries and Territories	$39,929,279	$35,134,048	$33,
Assistance to High School (Teen-age) Exchanges	385,000	200,000	
Special Programs for Non-Grant Students	394,816	271,549	
Volunteers to America		73,000	
TOTAL, EXCHANGE OF PERSONS	40,709,095	35,678,597	33,
AID TO AMERICAN-SPONSORED SCHOOLS ABROAD	3,176,636	2,899,931	2,
CULTURAL PRESENTATIONS	2,774,140	1,606,397	1
MULTILATERAL ORGANIZATIONS ACTIVITIES	460,226	477,891	
PROGRAM SERVICES COST	7,152,312	7,146,572	6,
ADMINISTRATIVE EXPENSE	2,491,435	2,491,225	2,
GRAND TOTAL	56,763,844	50,300,613	47,

5

THE PROGRAM, 1970

sions and Renewals)

	FOREIGN GRANTEES			U.S. and foreign total participants
al participants	Arrivals	Extensions and renewals	Total foreign participants	
29	898	321	1,219	1,348
00	1,302	880	2,182	2,682
72	116	38	154	226
60	400	155	555	615
[illegible]	430	792	1,222	1,312
69	560	591	1,151	1,320
8				8
28	3,706	2,777	6,483	7,511
48	4,937	3,284	8,221	9,969
%	-26%	-16%	-21%	-25%

6

COMPARED TO TOTAL 1969-JUNE 30, 1970

Only)

Teachers		Leaders & professionals		Total	
Women	All	Women	All	Women	All
			12	20	119
42	116	1	9	127	457
		5	20	15	68
7	17	4	7	11	47
	5		18	9	82
3	14	1	31	20	151
		2	8	2	8
52	152	13	105	204	932
97	203	67	293	236	898
91	195	35	264	288	1,302
5	7	6	26	26	116
2	10	21	285	29	400
12	44	20	153	79	430
3	21	15	255	66	560
210	480	164	1,276	724	3,706
262	632	177	1,381	928	4,638

TABLE 7

SOURCES OF FUNDS PROGRAMMED, FISCAL YEARS 1969 AND 1970

(Dollars)

SOURCE OF FUNDS	1969	1970	Difference Increase(+) Decrease(—)
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT APPROPRIATION	$31,389,503	$32,298,562	$+909,059
OTHER FUNDS AVAILABLE			
International Educational Exchange Activities (Special Foreign Currency Program Appropriations)	1,033,328	311,000	—722,328
Reserve Funds on Hand, Binational Educational Foundations and Commissions	831,055	788,000	—43,055
Educational Exchange Funds, Payment by Finland, World War I Debt	391,320	358,135	—33,185
Foreign Government Contributions to Cost-sharing Agreements	1,794,464	1,969,272	+174,808
Irish Counterpart Funds	89,608	89,608	
TOTAL OTHER FUNDS	4,139,775	3,516,015	—623,760
GRAND TOTAL	35,529,278	35,814,577	+285,299

TABLE 8

TOTAL FUNDS OBLIGATED, FISCAL YEARS 1966-70

(Dollars)

PROGRAM ACTIVITY	1966	1967	1968	1969	1970	Percent change 1970 over 1969
EXCHANGE OF PERSONS:						
Exchanges with 127 countries and Territories	$39,929,279	$35,134,048	$33,079,987	$23,238,251	$23,760,685	
Assistance to High School (Teen-age) Exchanges	385,000	200,000	180,000	182,762	208,250	
Special Programs for Non-Grant Students	394,816	271,549	362,600	400,000	445,196	
Volunteers to America		73,000	99,936	37,708		
TOTAL, EXCHANGE OF PERSONS	40,709,095	35,678,597	33,722,523	23,858,721	24,414,131	+ 2%
AID TO AMERICAN-SPONSORED SCHOOLS ABROAD	3,176,636	2,899,931	2,052,937	1,599,942	1,599,661	
CULTURAL PRESENTATIONS	2,774,140	1,606,397	1,575,487	1,199,010	596,182	—50%
MULTILATERAL ORGANIZATIONS ACTIVITIES	460,226	477,891	405,771	433,522	484,742	+12%
PROGRAM SERVICES COST	7,152,312	7,146,572	6,804,143	6,160,583	6,344,709	+ 3%
ADMINISTRATIVE EXPENSE	2,491,435	2,491,225	2,499,632	2,277,500	2,375,152	+ 4%
GRAND TOTAL	56,763,844	50,300,613	47,060,493	35,529,278	35,814,577	+ 1%

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TABLE 9

EXPENDITURES BY COUNTRY, UNDER MUTUAL EDUCATIONAL AND EXCHANGE ACT (P.L.87-256) DURING FISCAL YEAR 1970

(Dollars)

(Country totals include amounts for Exchange of Persons, Cultural Presentations and Aid to American-Sponsored Schools Abroad)

Country	Expenditures
AFRICA	
Algeria	$127,822
Angola	177,033
Botswana	96,976
Burundi	59,658
Cameroon	91,108
Central African Republic	17,588
Chad	21,645
Congo-Kinshasa	107,634
Dahomey	47,168
Equatorial Guinea	34,856
Ethiopia	136,784
Gabon	7,464
Gambia	16,034
Ghana	191,284
Guinea	40,920
Ivory Coast	64,573
Kenya	53,495
Lesotho	42,154
Liberia	430,335
Libya	405
Malagasy Republic	32,506
Malawi	20,211
Mali	80,629
Mauritania	3,845
Mauritius	41,691
Morocco	206,086
Mozambique	227,038
Niger	36,731
Nigeria	172,460
Rwanda	25,772
Senegal	54,654
Sierra Leone	67,712
Somalia	48,494
South Africa	365,780
Southern Rhodesia	374,553
Sudan	29,602
Swaziland	67,002
Tanzania	105,829
Togo	34,914
Tunisia	79,391
Uganda	160,919
Upper Volta	$12,072
Zambia	126,296
Regional	431,705
Cooperation with Private Institutions	42,394
TOTAL	4,613,222
AMERICAN REPUBLICS	
Argentina	426,304
Barbados	16,529
Bolivia	258,570
Brazil	772,243
British Honduras	29,137
Chile	374,805
Colombia	440,146
Costa Rica	58,086
Curacao	13,176
Dominican Republic	103,526
Ecuador	274,286
El Salvador	55,074
Guatemala	101,146
Guyana	88,825
Haiti	11,227
Honduras	59,847
Jamaica	47,023
Martinique	9,863
Mexico	477,285
Nicaragua	76,154
Panama	64,298
Paraguay	110,752
Peru	465,140
Surinam	3,991
Trinidad	80,625
Uruguay	128,489
Venezuela	218,043
Regional	312,646
Cooperation with Private Institutions	30,000
TOTAL	5,107,236
WESTERN EUROPE	
Austria	$319,727
Belgium/Luxembourg	186,814
Canada	2,881
Denmark	112,824
Finland	417,915
France	615,720
Germany	1,601,561
Iceland	39,818
Ireland	127,986
Italy	666,440
Malta	6,108
Netherlands	191,807
Norway	116,950
Portugal	87,954
Spain	325,529
Sweden	108,701
United Kingdom	322,227
Regional	150,112
Cooperation with Private Institutions	105,000
TOTAL	5,506,074
EASTERN EUROPE	
Bulgaria	55,308
Czechoslovakia	51,544
Hungary	6,625
Poland	338,003
Rumania	268,606
U.S.S.R.	628,729
Yugoslavia	543,206
Regional	8,426
Cooperation with Private Institutions	74,000
TOTAL	1,974,447
EAST ASIA	
Australia	530,325
Burma	22,719
Cambodia	1,933
China (Taiwan)	271,899
Hong Kong	71,964
Indonesia	269,606
Japan	$799,615

* Includes foreign government contributions and other funds.

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TABLE 9

BY COUNTRY, UNDER MUTUAL EDUCATIONAL AND CULTURAL CHANGE ACT (P.L.87-256) DURING FISCAL YEAR 1970

(Dollars)

totals include amounts for Exchange of Persons, Cultural Presentations and Aid to American-Sponsored Schools Abroad)

Country	Expenditures
Upper Volta	$12,072
Zambia	126,296
Regional	431,705
Cooperation with Private Institutions	42,394
TOTAL	4,613,222
AMERICAN REPUBLICS	
Argentina	426,304
Barbados	16,529
Bolivia	258,570
Brazil	772,243
British Honduras	29,137
Chile	374,805
Colombia	440,146
Costa Rica	58,086
Curacao	13,176
Dominican Republic	103,526
Ecuador	274,286
El Salvador	55,074
Guatemala	101,146
Guyana	88,825
Haiti	11,227
Honduras	59,847
Jamaica	47,023
Martinique	9,863
Mexico	477,285
Nicaragua	76,154
Panama	64,298
Paraguay	110,752
Peru	465,140
Surinam	3,991
Trinidad	80,625
Uruguay	128,489
Venezuela	218,043
Regional	312,646
Cooperation with Private Institutions	30,000
TOTAL	5,107,236

Country	Expenditures
WESTERN EUROPE	
Austria	$319,727
Belgium/Luxembourg	186,814
Canada	2,881
Denmark	112,824
Finland	417,915
France	615,720
Germany	1,601,561
Iceland	39,818
Ireland	127,986
Italy	666,440
Malta	6,108
Netherlands	191,807
Norway	116,950
Portugal	87,954
Spain	325,529
Sweden	108,701
United Kingdom	322,227
Regional	150,112
Cooperation with Private Institutions	105,000
TOTAL	5,506,074
EASTERN EUROPE	
Bulgaria	55,308
Czechoslovakia	51,544
Hungary	6,625
Poland	338,003
Rumania	268,606
U.S.S.R.	628,729
Yugoslavia	543,206
Regional	8,426
Cooperation with Private Institutions	74,000
TOTAL	1,974,447
EAST ASIA	
Australia	530,325
Burma	22,719
Cambodia	1,933
China (Taiwan)	271,899
Hong Kong	71,964
Indonesia	269,606
Japan	$799,615

Country	Expenditures
EAST ASIA (con't.)	
Korea	281,178
Laos	172,990
Malaysia	232,704
New Zealand	188,047
Philippines	176,257
Singapore	53,363
Suva, C.D.	7,670
Thailand	359,706
U.N. Trust Territories	3,669
Viet-Nam	194,087
Regional	400,172
Cooperation with Private Institutions	557,162
TOTAL	4,595,066
NEAR EAST & SOUTH ASIA	
Afghanistan	164,932
Ceylon	265,472
Cyprus	112,440
Greece	418,489
India	889,623
Iran	381,125
Israel	107,161
Jordan	64,607
Kuwait	6,930
Lebanon	91,392
Nepal	196,227
Pakistan	275,722
Saudi Arabia	6,429
Southern Yemen	17,325
Turkey	476,593
United Arab Republic	40,754
Regional	312,466
Cooperation with Private Institutions	204,660
TOTAL	4,032,347
Total by Country	25,828,392
Undistributed	9,986,185
GRAND TOTAL	35,814,577*

nd other funds.

PERFORMING ARTS GROUPS AND ATHLETIC TEAMS APPEA
IN
FISCAL YEAR 1970

PROFESSIONAL GROUPS (9)

Jac Murphy Trio	Latin America
Deep River Boys	Africa
Dorian Woodwind Quintet	Near East
New York Chamber Soloists	Far East
Duke Ellington Orchestra	Far East
Blood, Sweat and Tears	Eastern Europe
Paul Taylor Dance Company	Near East, Europe
Alvin Ailey Dance Theater	Africa
Merce Cunningham Dance Company	Europe

INDIVIDUAL ARTISTS (1)

Betty Allen (Soprano)	Latin America

ACADEMIC GROUPS (8

Millikin University Jazz
University of Illinois Jazz
University of California C

ATHLETIC TEAMS (4)

National Association of
Athletics Basketball
World University Winter
United States Collegiate S
Basketball Team ..

LIST OF COLLEGES AND UNIVERSITIES PROVIDING ORIENTAT
FOR SPONSORED AND NON-SPONSORED STUDENT
(with U.S. State Department Assistance)

American Language Institute, Georgetown University
Boston Area Seminar for International Studies (BASIS)
Bucknell University
Economics Institute, University of Colorado
Indiana University
Iowa State University
North Carolina State University
Oregon State University
Orientation Program in American Law, Brown University
Rockhurst College
St. Louis University (2 programs, one for non-sponsored students, one for medical doctors in U.S. for advanced training)
Stanford University
State University of New York
University of Arizona (2 prog
and another for non-sp
University of California, Santa
University of Hawaii
University of Kansas
University of Michigan
University of Minnesota (2 p
another for non-sponso
University of Texas
Utah State University

APPENDIX A

MING ARTS GROUPS AND ATHLETIC TEAMS APPEARING ABROAD IN FISCAL YEAR 1970

(9)

	Latin America
	Africa
	Near East
	Far East
	Far East
	Eastern Europe
	Near East, Europe
	Africa
ompany	Europe
	Latin America

ACADEMIC GROUPS (3)

Millikin University Jazz Band	Latin America
University of Illinois Jazz Band	USSR
University of California Chamber Singers	Eastern Europe

ATHLETIC TEAMS (4)

National Association of Inter-collegiate Athletics Basketball Teams (2)	Africa
World University Winter Sports Teams	Europe
United States Collegiate Sports Council Basketball Team	Eastern Europe, Near East, Africa

APPENDIX B

COLLEGES AND UNIVERSITIES PROVIDING ORIENTATION COURSES FOR SPONSORED AND NON-SPONSORED STUDENTS
(with U.S. State Department Assistance)

eorgetown University
tional Studies (BASIS)

f Colorado

n Law, Brown University

one for non-sponsored students,
U.S. for advanced training)

Stanford University
State University of New York
University of Arizona (2 programs, one for sponsored and another for non-sponsored students)
University of California, Santa Barbara
University of Hawaii
University of Kansas
University of Michigan
University of Minnesota (2 programs, one for sponsored, another for non-sponsored students)
University of Texas
Utah State University

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ADVISORY GROUPS AND COMMISSIONS
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

In carrying out the exchange program, the Department of State in the fiscal year 1970, as in previous years, had the benefit of the cooperation and counsel of especially appointed boards and advisory commissions:

THE BOARD OF FOREIGN SCHOLARSHIPS supervises the academic exchange program and selects all academic grantees. The Board's chairman in 1970 was James R. Roach, professor of government, University of Texas, first elected in February 1969.

THE U.S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS recommends to the President broad policies on the conduct of international educational and cultural programs. Its chairman was Homer D. Babbidge, president of the University of Connecticut, first appointed in 1965.

THE ADVISORY COMMITTEE ON THE ARTS advises the Department of State on exchange programs in the performing arts.

THE GOVERNMENT ADVISORY COMMITTEE ON INTERNATIONAL BOOK AND LIBRARY PROGRAMS assists the Department in a continuing review of U.S. Government book and library activities abroad. Its chairman during 1970 was Mrs. Helen Meyer, president of Dell Publishing Company, who was appointed in 1969.

THE ADVISORY PANEL ON INTERNATIONAL ATHLETICS assists in the planning and selection of exchange programs involving athletes and coaches.

THE U.S. NATIONAL COMMISSION FOR UNESCO acts as an advisory body to the U.S. Government on UNESCO programs and policies, and serves as an informational and community action link between the American people and UNESCO. Its Chairman during 1970 was Alvin C. Eurich, president of the Academy for Educational Development of New York,. who was elected in 1967.

THE NATIONAL REVIEW BOARD FOR THE CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST (East-West Center) reviews the programs and operations of the Center and advises the Secretary of State on these matters. The chairman in 1970 was Governor John A. Burns of Hawaii, first appointed in 1965.